

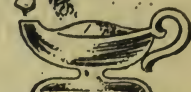
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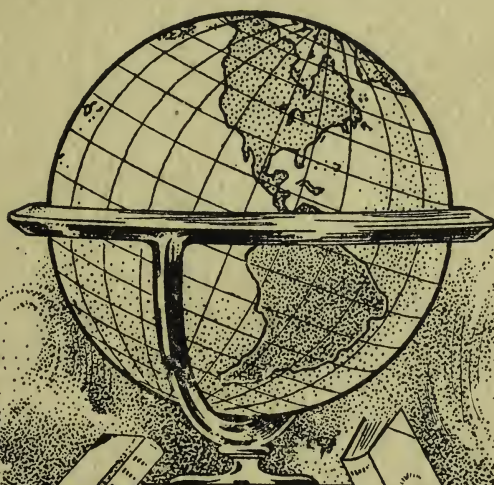
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U. S. E.
UNIVERSITY OF ILLINOIS

STATE NORMAL SCHOOL

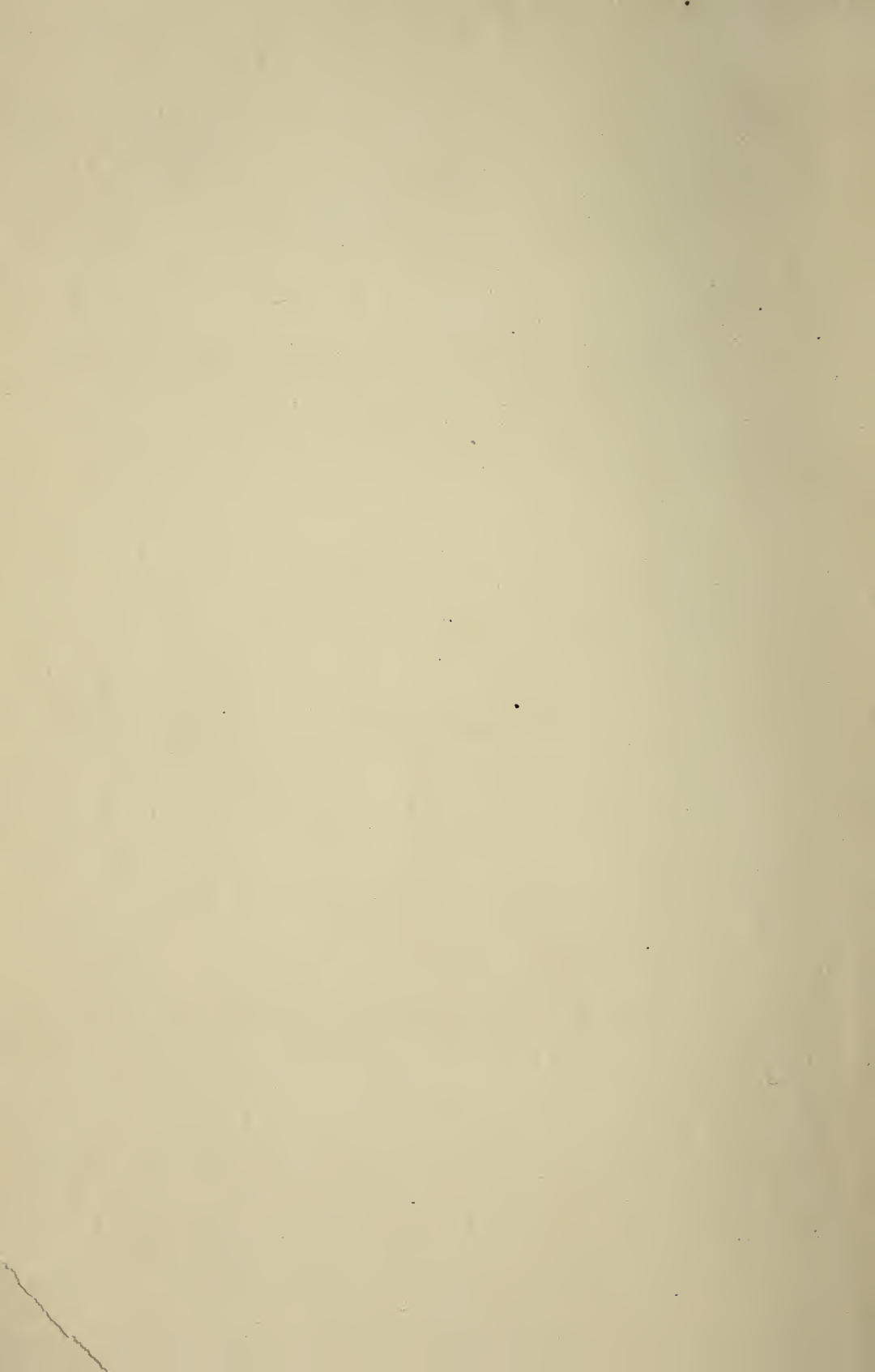


"THOU THAT TEACHEST ANOTHER TEACHEST THOU NOT THYSELF."



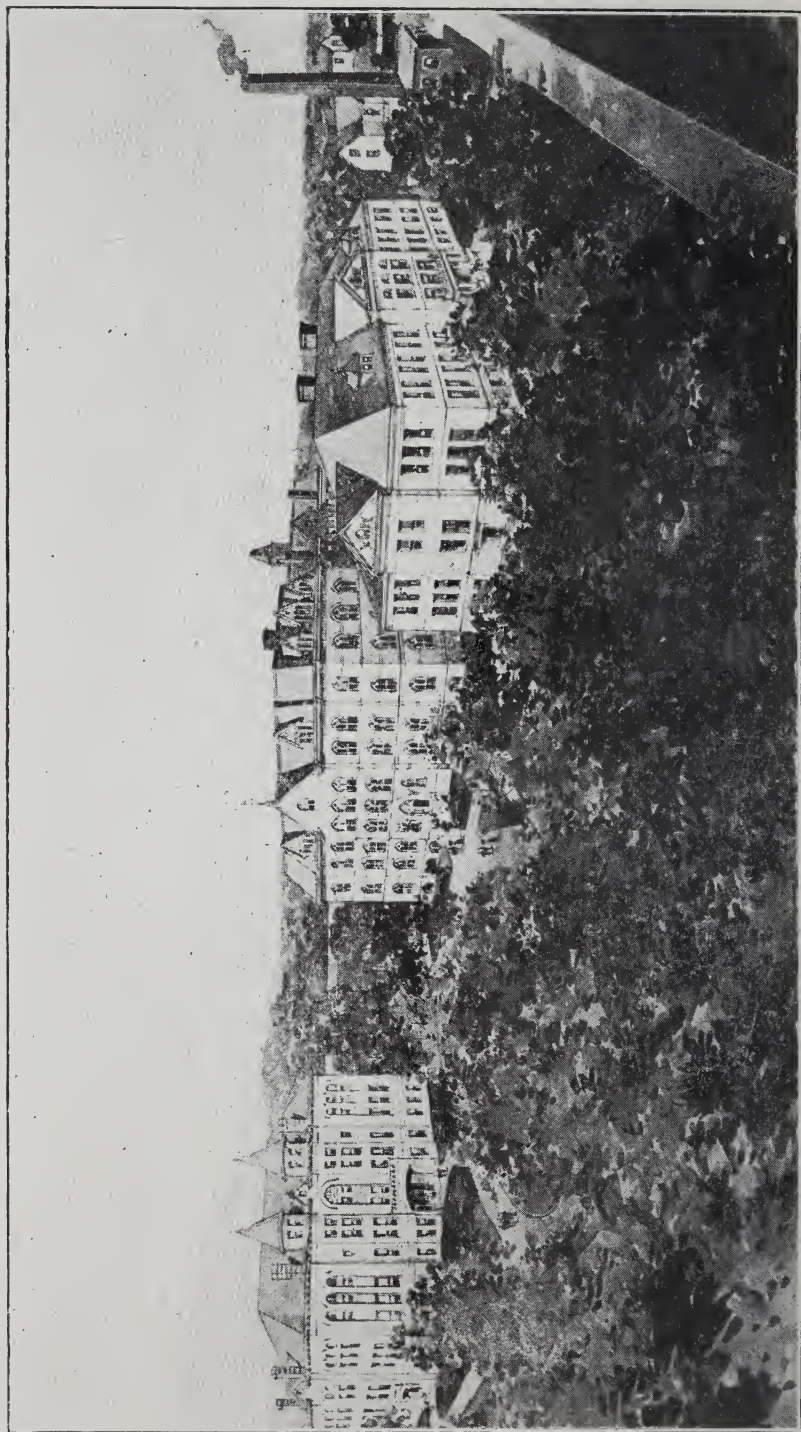
WARRENSBURG,
MISSOURI

1905-1906





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UNIVERSITY of ILLINOIS



GENERAL VIEW OF BUILDINGS

BULLETIN AND
THIRTY - FIFTH

Annual Catalogue

OF THE

State Normal School

(SECOND DISTRICT OF MISSOURI)

AND

ANNOUNCEMENTS FOR

1905-1906

*Established by Act of the General Assembly, 1871;
Organized May 10, 1871.*

Published by the State Normal School,
Issued Quarterly.

CALENDAR FOR 1905-1906.

1905

1906

JANUARY							JULY						
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25	26	27	28	29	30	..	25	26	27	28	29	30	..

NORMAL CALENDAR

FALL TERM begins.....	Wednesday, Sept. 20, 1905
FALL TERM ends.....	Thursday, Dec. 21, 1905
WINTER TERM begins	Wednesday, Jan. 3, 1906
WINTER TERM ends.....	Wednesday, March 21, 1906
SPRING TERM begins	Monday, March 26, 1906
SPRING TERM ends	Wednesday, June 6, 1906
SUMMER TERM begins	Tuesday, June 12, 1906

HOLIDAYS

THANKSGIVING RECESS.....	Nov. 30 and Dec. 1, 1905
CHRISTMAS VACATION.....	Dec. 22, 1905, to Jan. 3, 1906

COMMENCEMENT EXERCISES

ANNUAL SERMON	Sunday, June 3, 1906
CLASS DAY EXERCISES	Monday, June 4, 1906
ANNUAL ADDRESS	Tuesday, June 5, 1906
GRADUATING EXERCISES.....	Wednesday, June 6, 1906
ANNUAL ALUMNI REUNION.....	Wednesday, June 6, 1906

BOARD OF REGENTS.

HON. WM. T. CARRINGTON, State Supt. of Public Schools, *Ex-Officio*.

JUDGE JAMES T. NEVILLE, Springfield. {
C. S. JOBES, ESQ., Kansas City. { Term expires January, 1911.

DR. JAS. I. ANDERSON, Warrensburg. {
OSCAR G. BURCH, ESQ., Jefferson City. { Term expires January, 1909.

CHAS. E. MORROW, ESQ., Warrensburg. {
PROF. W. N. WHARTON, Carthage. { Term expires January, 1907.

OFFICERS OF THE BOARD.

DR. JAS. I. ANDERSON President
JUDGE JAMES T. NEVILLE Vice-President
OSCAR G. BURCH, ESQ. Secretary
W. K. MORROW Treasurer

EXECUTIVE COMMITTEE.

DR. JAS. I. ANDERSON

OSCAR G. BURCH, ESQ.

CHARLES E. MORROW, ESQ.

FACULTY.

JAMES E. AMENT, *President.*

From 1880, teacher in Illinois Public Schools; student in Northern Indiana Normal School; 1892, graduated from Illinois Normal University; 1892, principal Public Schools, North Bend, Nebr.; 1893, superintendent City Schools, Carroll, Iowa; 1895, superintendent City Schools, Rock Island, Illinois; 1897, president State Normal School, Alva, Okla.; 1902-03, twice president-elect State Normal School, Weston, Oregon; 1902, engaged in private study of educational administrative work, Chicago and New York; 1903, engaged in private study of educational administrative work, Ann Arbor; in present position since 1904.

MARY V. NEET, *Dean of Women and Director of Study Hall.*

Student and teacher, Warrenburg Normal School, 1872-5; teacher and principal, Warrensburg Public Schools, 1876-8; teacher in High School and later ward principal, Sedalia, Mo., 1878-88; principal Ward School, later principal High School, Gainesville, Texas, 1888-91; teacher of reading, Warrensburg Normal, 1891-98; (student in School of Expression, Chautauqua, N. Y., 1892-4-6 and 7; Summer School of Pedagogy, Colorado Springs, 1895; National Summer School, Chicago, 1903); Director of Study Hall, Warrensburg Normal, 1898-1905; in present position, 1905—

FRANK DEERWESTER, A. B., Pd. M., *Professor of Psychology.*

A. B., Butler College; Pd. B., Warrensburg Normal; Pd. M., Warrensburg Normal; Pd. M., University of New York, 1895; principal Adrain, Missouri, 1889-90; principal Montrose, Missouri, 1890-91; Latin and Mathematics, Butler College, 1891-92; Mathematics, Warrensburg Normal, 1892-4; student in Psychology, Harvard University, 1894; student in Pedagogy, University of New York, 1895-6; student in Psychology, Jena and Berlin Universities, 1903-4; Professor of Pedagogy and Psychology, Warrensburg State Normal, 1895-1903; in present position, 1903—

JOSEPH M. GWINN, Pd. B., A. B., *Professor of Pedagogy and Methods.*

Pd. B., Warrensburg State Normal, 1893; Principal, Ashland, Missouri, 1893-5; Principal High School, Nevada, Missouri, 1895-7; Principal High School, Joplin, 1897-1901; Student University of Missouri, Summers 1898, 1900, 1901, year 1901-2, A. B., 1902; Superintendent, Joplin City Schools, 1902-3; Student in Education, Columbia University, New York, Summer 1903; Professor of Pedagogy and Methods, Warrensburg State Normal, 1903—

MARY K. BENEDICT, A. B., Ph. D., *Professor of Ethics and Philosophy of Education.*

A. B., Vassar; Fellow in Philosophy and Psychology, Yale, 1901-3; Ph. D., Yale, 1903; Professor of Psychology and Pedagogy, Warrensburg State Normal, 1903-4; in present position since 1904.

FRANCIS M. WALTERS, A. B., A. M., *Professor of Physiology and Chemistry.*

A. B., Indiana University, 1887; Principal Monticello, Indiana, High School, 1887; Instructor in Science, Laport (Ind.) High School, 1888-92; A. M., Indiana University, 1891; Professor in Physical Science and Physiology, Warrensburg State Normal School, 1892-1900; Graduate work, University of Chicago, 1900-1; Professor in Physical Science, 1901-3; in present position, 1903—

E. W. RETTGER, A. B., Ph. D., *Professor of Physics.*

Graduate, Indiana State Normal School 1891; A. B., Indiana University, 1893; Principal High School, Rensselaer, Indiana, 1893-4; Instructor Mathematics, Indiana University, 1894-5; Mathematics, Clark University, 1895-8; Ph. D. Clark University, 1898; Instructor Mathematics, Indiana University, 1898-1900; Instructor Mathematics, Stanford University, 1900-2; Instructor, Princeton University, 1902-3; Professor Physics, Warrensburg State Normal School, 1903—

BENJAMIN L. SEAWELL, Pd. B., B. Sc., *Professor of Biological Science.*

Pd. B., Warrensburg State Normal, 1887; Principal High School, Moberly, Missouri, 1887-89; Student of Chemistry, Harvard University, Summer School, 1888; Student of Geology, Harvard, 1889; Instructor in Science, Missouri Valley College, 1889-90; Special

Student Natural History Department, British Museum, Summer 1890; B. Sc., University of Edinburg, 1892; Instructor in Science, Western Normal College, Lincoln, Nebraska, 1892-95; Instructor in Science, Fremont Normal School, Fremont, Nebraska, 1895-96; Instructor in Science, Hastings College, Nebraska, 1896-97; Professor of Biology, Warrensburg State Normal, 1897—

S. A. HOOVER, A. B., A. M.,...*Professor of Geography and Agriculture.*

Fitted for College in Orion Academy, Ill.; Iowa College three years; two years' study of Medicine, Springfield, Iowa; three years' study of Latin and Greek with Dr. Hunter, of Bucknell University; graduated in the teachers' course in Northern Indiana Normal; A. B. in South-West Baptist College; A. M., Christian University; work in University of Nebraska, in Harvard, and in University of Goettingen; Principal of a number of schools in Iowa and one in Nebraska; Commissioner of Schools of Polk County, Missouri, six years; Superintendent Bolivar Schools nine years; President of the Female Orphan College at Camden Point two years; Professor of Natural Science and Lecturer on Medical Chemistry in Cotner University, Lincoln, Nebraska, two years; Professor of Biology and Chemistry, Springfield Normal, four years; Professor of Agriculture, State Normal, Warrensburg, 1901—

S. FRED PRINCE,*Assistant in Geography and Agriculture.*

Formerly teacher of Art and assistant in Science, Springfield, Missouri, Normal; three years Biological Artist for University of Nebraska; in present position, 1905—

*JAMES H. SCARBROUGH, A. B., A. M.,....*Professor of Mathematics.*

A. B., Trinity College, North Carolina, 1887; M. A., *ibid.*, 1888; Fellow in Mathematics, Vanderbilt University, 1890-91; Professor of Mathematics, Pacific Methodist College, 1891-3; Assistant in Mathematics, Vanderbilt University, 1893-4; M. S., Vanderbilt University, 1894; Professor of Mathematics and Physics, Kirksville State Normal, 1894-9; Student Chicago University, Summers 1894 and 1897; Professor of Mathematics, Warrensburg State Normal, 1899—

MARY ANNE KENNEDY,.....*Associate Professor of Mathematics.*

Graduate, Cortland, New York, State Normal; Student Cornell University Summer School; Student Correspondence Department, Chicago University; Assistant in Mathematics, Warrensburg State Normal, 1891-1904; Student, Cornell University, 1904-05; In present position, 1905—

ELIZABETH T. NICKERSON, Pd. B.,.....*Assistant in Mathematics.*

Pd. B., Warrensburg Normal; Graduate of Mary Institute, St. Louis, Missouri; Student Harvard Summer Normal, 1893; Instructor, Warrensburg Normal, 1890—

MARY T. PREWITT, Pd. B.,.....*Assistant in Mathematics.*

Formerly Assistant in Mathematics in the Missouri State Normal at Kirksville; in present position since 1904.

H. D. DEMAND, A. B., A. M.,.....*Professor of History.*

A. B., A. M., Central Wesleyan College; Graduate Student of History in Chicago University, Summer of 1900; Conductor and Instructor in County Institutes; School Commissioner, Lafayette County, Missouri; Superintendent Public Schools, Lexington, Missouri, 1886-1900; Professor of History, Warrensburg State Normal, 1900—

LAURA L. RUNYON, Ph. B.,.....*Assistant Professor in History.*

Ph. B., Chicago University; Teacher of History, Dewey School, Chicago, 1898-1903; Supervisor of Training School, Warrensburg State Normal, 1903-4; student, Columbia University, Summer 1904; in present position since 1904.

RICHARD D. SHANNON, A. M., M. D.,.....*Professor of Economics.*

A. B., Missouri State University, 1863; A. M., University of Missouri, 1874; M. D., Jefferson Medical College, Philadelphia, 1868; State Superintendent of Public Schools (Missouri), 1875-83; Principal Louisiana (Mo.) High School, 1883-6; Superintendent Louisiana (Mo.), 1886-9; Superintendent Joplin Public Schools, 1889-91, and 1892-4; State Normal School Regent fourteen years; Professor of Civics and Economics, Warrensburg State Normal, 1898—

MYRTLE OSBORNE, Pd. B., A. B.,.....*Professor of English.*

Pd. B., Warrensburg Normal, 1891; A. B., Leland Stanford, Jr., University, 1895; Assistant in English, Warrensburg State Normal, 1899-1900; Graduate Student, University of Chicago, 1903; Assistant in English in Warrensburg State Normal, 1903-4; absent for Study in Europe, 1904-5; in present position, 1905—

LUCY A. BALL, A. M.,.....*Assistant in English.*

A. M., Graduate of Central Female College, Lexington, Mo.; Post-Graduate Student of University of Chicago; Teacher of English in Public Schools of Kansas City, Mo. (three years), and later Professor of English in the Dillenbeck School of Oratory, Kansas City; Assistant in English, Warrensburg State Normal, 1904—

WILLIAM F. BAHLMANN,*Assistant in English.*

Student, University of New York; Student in Germany, two years; Principal High School, Lexington, Missouri; County Commissioner, 4 years, Johnson County, Missouri; Professor of Languages, Warrensburg State Normal School, 1875-1888; Superintendent Schools, Independence, Missouri, 1888-1896; Professor of Latin and German, Warrensburg State Normal School, 1896-1902; Student in Europe, 1903-4; Professor of German, Warrensburg State Normal School, 1902-1905; in present position, 1905—

EDGAR MAXIMILIAN VON FINGERLIN, Ph. L., Ph. D.,.....*Professor of Modern Languages.*

Ph. L., Collegia Romano, Rome, Italy, 1863; Ph. D., University of Rome, Italy; Teacher in Common Schools, South Carolina, 1874-6; Professor in charge of Modern Languages, University of South Carolina, 1876-7; Professor of Modern Languages, Columbia Female College, Columbia, South Carolina, 1877-84; Instructor in Latin, South Carolina College, 1880-2; Professor of Languages, Adger College, South Carolina, 1882-3; Principal of City Schools, Greenville, South Carolina, 1883-5; Private Teacher of English and Modern Languages, Greenville, South Carolina, 1885-8; Professor of Modern Languages, Furman University and Female College, South Carolina, 1888-1902; Chicora Female College, South Carolina, Modern Languages, 1887-1902; Professor of Italian and

Spanish, Round Lake, New York, Summer Schools, 1880-1890; Professor of Modern Languages, State Normal School, Warrensburg, Missouri, 1902—

LAURA J. YEATER, A. B., A. M.,.....*Professor of Latin.*

A. B., A. M., Wellesley College, 1900; Teacher in History and Latin, High School, Rapid City, South Dakota, 1890-4; Student at University of Chicago, Summer of 1894; Teacher of Ancient History and Greek, High School, Sedalia, Missouri, 1894-6; Student at Wellesley College, 1896-1900; Assistant in English Department, Warrensburg State Normal, 1900-1; Professor of Latin, Warrensburg State Normal, 1901—

FREDERICK ABBOTT, *Professor Dramatic Expression and Speech Arts.*

Private pupil of F. Townsend Southwick, Principal of New York School of Expression, 1889-90; Director Department of Expression, London (Canada) School of Elocution and Oratory, 1890-92; Principal of same, 1892-94; Toured United States and Canada, direction of London Entertainment Bureau and New South Lyceum Bureau, 1894-99; Lecturer, Expression and Bible Reading, Summer School, Baylor University, 1899; Director Department of Expression and Vocal Music, State Normal School, Alva, Okla., 1899-1902; Instructor in English and Expression, Helicon Hall, School for Boys, Englewood, N. J., 1902-03; Student, Columbia University Summer School, 1903; Instructor, Young Men's Hebrew Association, and Twenty-third Street Branch Y. M. C. A., New York City; Lecturer, Board of Education Lectures to the People, New York City; Special Instructor in Elocution and Oratory, Connecticut Wesleyan University, 1904-05; Maintained Private Studio in Carnegie Hall, New York City, 1902-05; in present position since 1905.

ROBERT L. ZOLL, Pd. B.,.....*Instructor in Drawing.*

Pd. B., Warrensburg State Normal, 1895; Private Teacher in Warrensburg State Normal Training School, 1895-1900; Student National Summer School, Chicago, 1896; Student Art Institute Summer, 1900; Student, Prang Art School, Summer, 1901; Private Student with Aulich, Hinman, Estabrooks, Clark Wrightson; Student in Müller Schoenefeld Atelier, Berlin, and Académie de la Grande Chaumière, Paris, 1903-4; Instructor in Drawing, Warrensburg State Normal since 1900.

PEARL MINICK,*Instructor in Music.*
 Director of Music, Nebraska State Normal; in present position since 1904.

MAY CLARK, PD. B.,*Instructor in Manual Training.*
 Teacher in Public Schools, Old Orchard, Missouri, 1897-1900; Pd. B., Warrensburg State Normal, 1902; Graduate of Oread Institute, Worcester, Massachusetts, 1903; Supervisor of Manual Training, Public Schools, Lamar, Missouri, 1903-1904; Instructor in Manual Training, Warrensburg State Normal, 1904—

JOSEPH L. FERGUSON, PD. B.,*Director of Physical Culture.*
 Pd. B., Warrensburg State Normal, 1896; Principal, Lockwood, 1896-7; Principal, Warsaw, 1897-9; Student, University of Missouri, 1897-8; Student Chautauqua School of Physical Education, Chautauqua, New York, 1899-1900; Instructor in Physical Culture and Physiology, Warrensburg State Normal, 1899—

FLORENCE E. FLEMING,*Assistant Director of Physical Culture.*
 Graduate, Upper Iowa University; Graduate Cum-nock School, Northwestern University; Teacher of Physical Culture and Elocution, Liberty Ladies' College, Liberty, Mo.; Teacher of Physical Culture, Marinette, Wisconsin, Chautauqua; in present position, 1905—

FLORA B. ROBERTS,*Librarian.*
 Graduate, Drexel Institute Library School, 1899; Assistant Cataloger, Library of the University of Pennsylvania, 1899; Cataloger, Northwestern University, 1899-1900; Assistant, Drexel Institute Library and Instructor in Library School, 1900-01; Assistant, Michigan State Library, 1901-04; in present position since 1904.

JUNE LINN, *Assistant Librarian.*

LEONARD L. PETERS,*Registrar.*

MARION CHRISTOPHER,*Secretary to the President.*

THE TRAINING SCHOOL.

ALMINA GEORGE, *Superintendent.*

Principal of School, Minneapolis, 1893-6; Graduate of Critic Course, Oswego Normal, 1897; Primary Critic, Winona, Minnesota, Normal, 1898-9; Student in Chicago University, Summer 1899; in Columbia University, New York, Summer 1901; Student in University of Jena, 1903-4; Supervisor of Training School, Warrensburg State Normal, 1899—

ROSE BAXTER, *Principal Grammar Department and Supervisor of English.*

Graduate, Ash Grove College; Principal of School, Springfield, Missouri, 1894-9; Student, Columbia University, New York City, Summer 1901; Principal Grammar Department, Training School, Warrensburg State Normal, 1900—

ENID DANIEL, B. S., A. M., *Principal Intermediate Department.*

Graduate, Philadelphia Normal School; B. S., Lebanon Valley College, 1900; Graduate Student, Yale (two years); M. A., Lebanon Valley College, 1903; Principal, Intermediate Department, Training School, Warrensburg State Normal, 1903—

ESTELLE HINTON, *Supervisor Primary Department.*

Teacher Primary Grades, Springfield, Missouri, 1895-8; Student Cook County Normal School, Summer, 1899; Columbia University, New York City, Summer 1901; Principal Primary Department, Warrensburg State Normal, 1899—. (Absent on Leave, 1904-5, at Columbia University.) Resumed work at Warrensburg, 1905.

ELINOR M. WILKINS, *Instructor in Kindergarten.*

Graduate, Academic Department, School of Mines of University of Missouri, 1896; Graduate, St. Louis Kindergarten Training School, 1900; Student in Berlin, 1903-4; Director of Kindergarten Department, Warrensburg State Normal, 1900—

E. A. GRAF, *Superintendent of Buildings and Grounds.*

JANET SCHURMAN..... *Instructor in Manual Training*
1901-4.

Died at Eden, Colo., August 7, 1904.

ANNA M. POWERS *Librarian*
1896-1904.

Died at Luzerne, Switzerland, May 14, 1904.

ADMINISTRATIVE ORGANIZATION.

OFFICERS OF THE FACULTY.

President: James E. Ament.
Dean of Women: Mary V. Neet.
Registrar: Leonard L. Peters.
Librarian: Flora B. Roberts.
Secretary to the President: Marion Christopher.

The Executive Committee.

(Unless otherwise stated, the Registrar is Secretary of all committees, but without power to vote.)

Herman D. Demand, A. B., A. M., Chairman.
Joseph M. Gwinn, Pd. B., A. B.
Myrtle Osborne, Pd. B., A. B.
R. D. Shannon, A. M., M. D.
James H. Scarborough, A. B., A. M.
E. W. Rettger, A. B., Ph. D.
E. M. vonFingerlin, Ph. D.
Francis M. Walters, A. M.
Benjamin L. Seawell, Pd. B., B. S.
S. A. Hoover, A. B., A. M.
Wm. F. Bahlmann.
Frederick Abbott.
Frank Deerwester, A. B., Pd. M.
Almina George.
Joseph L. Ferguson, Pd. B.
Laura J. Yeater, A. B., A. M.
Robert L. Zoll, Pd. B.

Faculty Committees.

(First person named is chairman of that committee.)

- Advanced Standing.**—James H. Scarborough, Demand, Gwinn.
- Athletics.**—Joseph M. Gwinn, Ferguson, Seawell.
- Admission and Classification.**—Frank Deerwester, Demand, Seawell, Scarborough, Ball, Osborne, Kennedy.
- Alumni and History of School.**—Joseph M. Gwinn, Deerwester, Bahlmann, Nickerson, Osborne.
- College Paper.**—Myrtle Osborne, Gwinn, Baxter, Daniel, Abbott.
- Care of Buildings and Grounds.**—S. A. Hoover, Zoll, George.
- Chapel Exercises.**—Francis M. Walters, Zoll, Minick, Abbott.
- Catalogue and Reports.**—Frank Deerwester, Bahlmann, Scarborough, Demand, Hoover.
- Discipline.**—Richard D. Shannon, Bahlmann, Walters; Mary V. Neet, Runyon, Ball.
- Debate.**—E. W. Rettger, Benedict, Abbott.
- Graduation.**—Almina George, Yeater, Deerwester, Kennedy.
- Lecture Course and Entertainments.**—H. D. Demand, Baxter, Ferguson, Yeater, Seawell, Abbott.
- Recommendations and Positions.**—Joseph M. Gwinn, Deerwester, Scarborough, George, and Laura L. Runyon, Secretary.

DUTIES AND POWERS OF COMMITTEES

Sustaining Direct Relations to Students.

Advanced Standing.—1. This committee shall determine the value of any work done in other schools, or of that done in this school before September 1, 1904, or of any other work not specifically determined by the present course of study, when such work is offered for advanced standing or for graduation.

2. It shall furnish to the recording official a statement of credits allowed.

Admission and Classification.—1. This committee shall prepare the daily program for each term.

2. It shall enroll and classify all students.

3. It shall see that a full and correct roll of students be kept in the office of the Registrar.

4. Subject to such regulations as may be adopted by the Executive Committee, it shall pass upon all requests for changes of program.

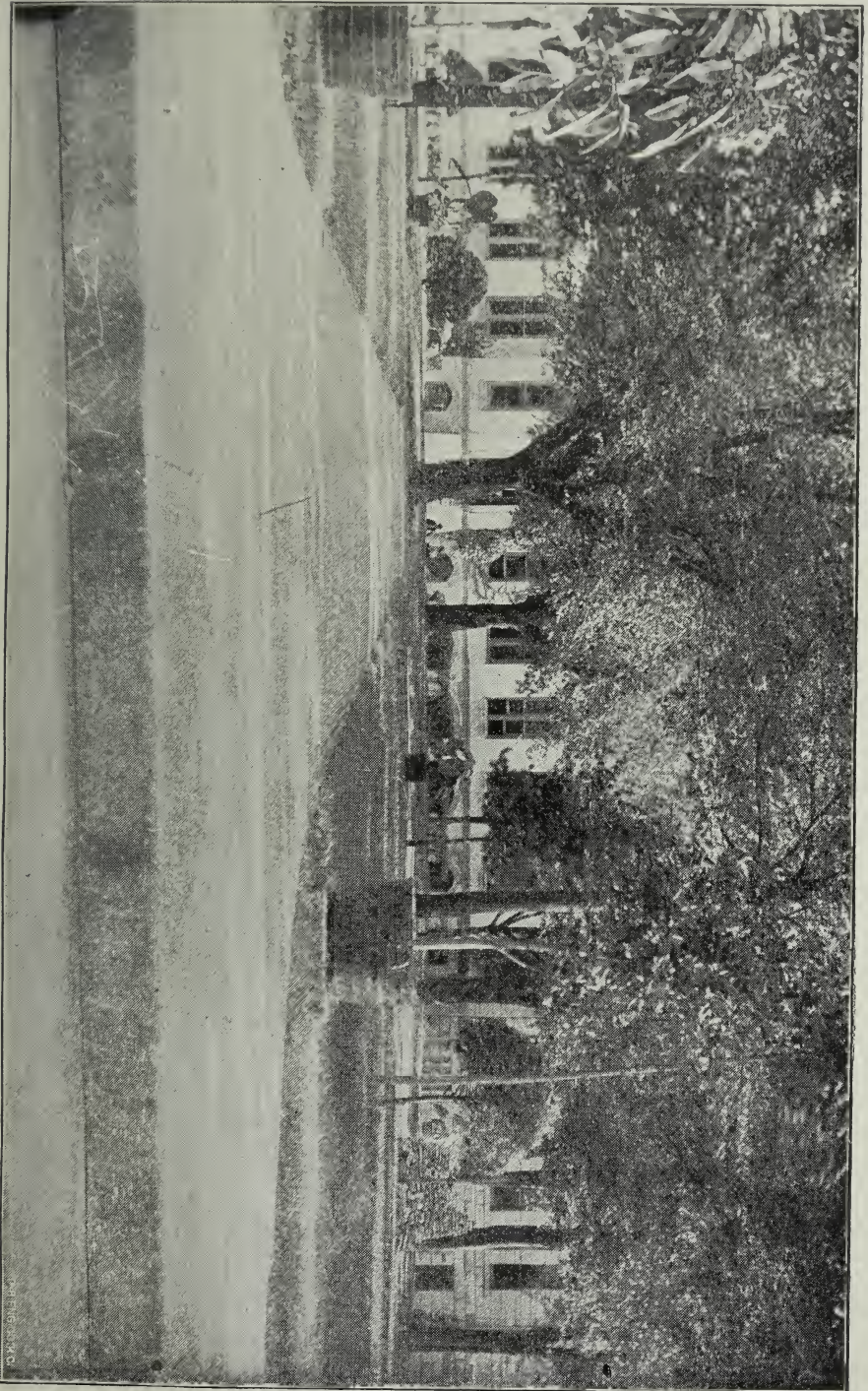
5. It shall see that the grades made by students each term are duly reported to the recording official.

Athletics.—1. This committee shall have general supervision over all public athletic games, exhibitions and contests, and shall have control over the arrangements for such games, exhibitions and contests with other schools or associations.

2. It shall have control over the finances and property of the Athletic Association, and over the purchase of needed athletic supplies.

3. It shall decide what candidates for membership on teams or for admission to athletic games, exhibitions and

MAIN ENTRANCE TO GROUNDS.



contests shall be eligible, and it shall exclude from participation those whom it finds below the standard in their studies, or ineligible for any other cause.

Debate.—1. This committee shall advise with all the students in all important matters connected with debate, oratory and declamation.

2. It shall control all arrangements for contests in debate, oratory and declamation, and all arrangements for such contests with other institutions shall be made only by and with the consent of this committee.

3. All productions for such contests shall be prepared and presented in conformity with the rules and regulations of this committee.

Discipline.—1. This committee shall have charge of the general discipline of the school, including the order in the halls and about the buildings.

2. When asked to do so, it shall advise with and assist teachers with reference to individual cases or special regulations for discipline.

3. It shall investigate and report upon all cases requiring faculty action.

Graduation.—1. This committee shall collect each term a list of names of students applying for certificates or for graduation.

2. It shall ascertain whether such applicants have complied with the required conditions, referring to the Committee on Advanced Standing any question as to the value of work offered not specifically determined by the present course of study.

3. It shall see that certificates and diplomas are pro-

vided, filled out and signed for all fully accredited applicants.

4. It shall supervise the keeping of a permanent record of all students receiving certificates or diplomas.

5. It shall have general supervision of graduation exercises and the arrangement of the program, and the selection of class speakers must have its approval.

Lectures and Entertainments.—1. This committee shall select and contract for all lectures and entertainments for the regular Normal Lecture Course.

2. All entertainments, excepting those which come under the control of other regular committees, must receive the approval of this committee and be subject to its regulations before they shall be permitted to appear in the chapel.

3. All entertainments that are to appear in the chapel must be scheduled by this committee.

Recommendations and Positions.—1. This committee shall assist graduates and qualified students to secure positions to teach, and shall aid school officials in procuring teachers.

2. It shall collect complete and accurate information respecting all applicants for positions to teach who ask the assistance of the committee.

The Normal through its Committee on Recommendations and Positions, is prepared to give systematic aid to its graduates and students in securing suitable positions to teach.

The committee seeks to assist school authorities in pro-

curing competent teachers. The plan is to recommend candidates best suited to fill vacancies and not to send out general letters of recommendation.

School authorities who write the committee will have full and confidential information in regard to applicants.

There are among our students each year several hundred who have taught from one to ten years, many of whom have already filled responsible positions.

School officers are cordially invited to visit the Normal to inspect the work of those whom they may wish to secure to fill positions. Correspondence is invited from Boards, Principals and Superintendents in regard to vacancies and teachers. This information will be treated in full confidence and all possible assistance will be gladly given.

While the chief work of the committee will be to help the students who are in attendance, yet it is the purpose to lend assistance to graduates and former students in securing for themselves more satisfactory positions. To this end the full co-operation of Alumni and former students is earnestly desired. Write to the committee when in need of a teacher. Supply information concerning vacancies.

All correspondence in regard to location of teachers should be addressed to Prof. J. M. Gwinn.

THE MISSOURI STATE NORMAL SCHOOL.

PURPOSE OF THE SCHOOL.

Missouri, in common with most of the American States, realized, practically from its founding, the necessity of an educated citizenship. It is axiomatic that a just and efficient government must be controlled and administered by the educated; hence, the genius of our government implies an educated citizenship. This attitude of the State toward the instruction of its people makes it the one competent agency in supplying qualified teachers for its schools. This the State of Missouri does through its Public Normal Schools, whose sole function is the preparation of teachers for the schools of Missouri. The learning and training imparted by the State through its Normal School has not for its purpose the bettering of the condition of one class of persons at the public expense; the school does not exist for the benefit of its students, but for the benefit of the whole people, and its work is done with the general welfare always in view. All questions of internal organization in such a school must be determined by this fundamental conception of its function. In determining the nature and character of

DISCIPLINE

in the Normal School, the function of the Institution makes it necessary that it be in no sense reformatory. The general welfare would not be promoted by licensing one of evil tendencies, or certain shortcomings, to teach in the schools of the State.

It is, therefore, the policy of the administrative authorities to ask any student who does not conduct her- or himself in all things as become the lady or gentleman, or who is found not to be adapted to school work for other reasons, to withdraw from the Institution.

In the government of the School, the largest liberty, consistent with good work and order, is allowed. The disciplinary power of the Institution is brought to bear upon the student, only to bring him to a rational understanding of freedom, and to lead him to such self-government as will make him capable in the future of wisely governing others who shall become his pupils.

CONDITIONS OF ADMISSION.

Applicants for admission to the sub-Normal course must be fifteen years of age, and to the Normal courses, sixteen years of age.

Applicants seeking admission for the first time must submit satisfactory evidence of a good moral character. A letter from the head of the last school attended, from a county commissioner, or superintendent, or some other person well-known is sufficient.

The following are admitted to classification without examination:

1. Graduates of reputable colleges, high schools and academies.
2. Holders of teachers' certificates of any grade or class.
3. Those who have completed a prescribed course in a rural or grammar school, or the ninth grade in the Normal Training School.

All applicants not belonging to any of the classes

named above may enter by taking the prescribed entrance examinations. These examinations are as follows:

1. **Spelling**, so far as to test the applicant's ability to spell and write correctly words in common use.

2. **Reading**, so far as to test the applicant's ability to express clearly and without hesitation the thought contained in prose selections of moderate difficulty.

3. **English Grammar**, including the parts of speech with their uses and relations in connected discourse, and the structure of sentences.

4. **Composition**, so far as to test the applicant's ability to express himself clearly and connectedly in writing, including the correct use of capitals and punctuation marks.

5. **Arithmetic**, including the principles and operations of simple and compound numbers, and of common and decimal fractions, and the elements of percentage.

6. **Geography**, including the positions, boundaries, and coast lines of grand divisions; location of the great plateaus and lowlands; position and direction of mountain ranges; the source, course and discharge of the principal rivers; boundaries, capitals, and the chief cities of political divisions.

7. **History** of the United States from the discovery of America to the Civil War.

In compliance with the laws of the State, every student on entrance is required to sign the following pledge to teach:

"I hereby declare that it is my intention to follow the business of teaching in the public schools of this State, and that I voluntarily enroll myself as a student in the State Normal School at Warrensburg for the purpose of preparing for that work."

HOW TO ENTER THE SCHOOL.

To assist new students who need to understand our system of matriculation, the following suggestions are offered:

1. Pay incidental fee and deposit money for text-books at Treasurer's office, American Bank, opposite Court House (hours from 9 a. m. to 4 p. m).

2. Fill out registration and information blanks and secure classification permit and copy of daily program in office of Registrar.

3. Study the daily program, with the assistance of some member of the Classification Committee, and decide upon the studies desired.

4. Take the classification permit blank to each teacher whose class you wish to join, and ask for his signature.

5. Present classification permit (thus signed), to the Classification Committee in Room 1, and secure approved program card.

6. Present approved program card and incidental ticket to Registrar.

7. Take program card and text-book ticket to text-book library for text-books.

General Suggestions.

The beginning of a term is the best time for entrance. Students are admitted at other times, but must accommodate themselves to the conditions of classes at the time of entrance.

The city residence of every student is kept on record in the office of the Registrar. In case of change, the fact should be reported at once.

The frequency of smallpox "scares" and their demoralizing effect upon the work of students can be largely obviated by vaccination. It is recommended that students be vaccinated by their family physicians sometime before leaving home.

All wraps, overshoes, umbrellas, etc., should be plainly marked by their owners as a means of identification.

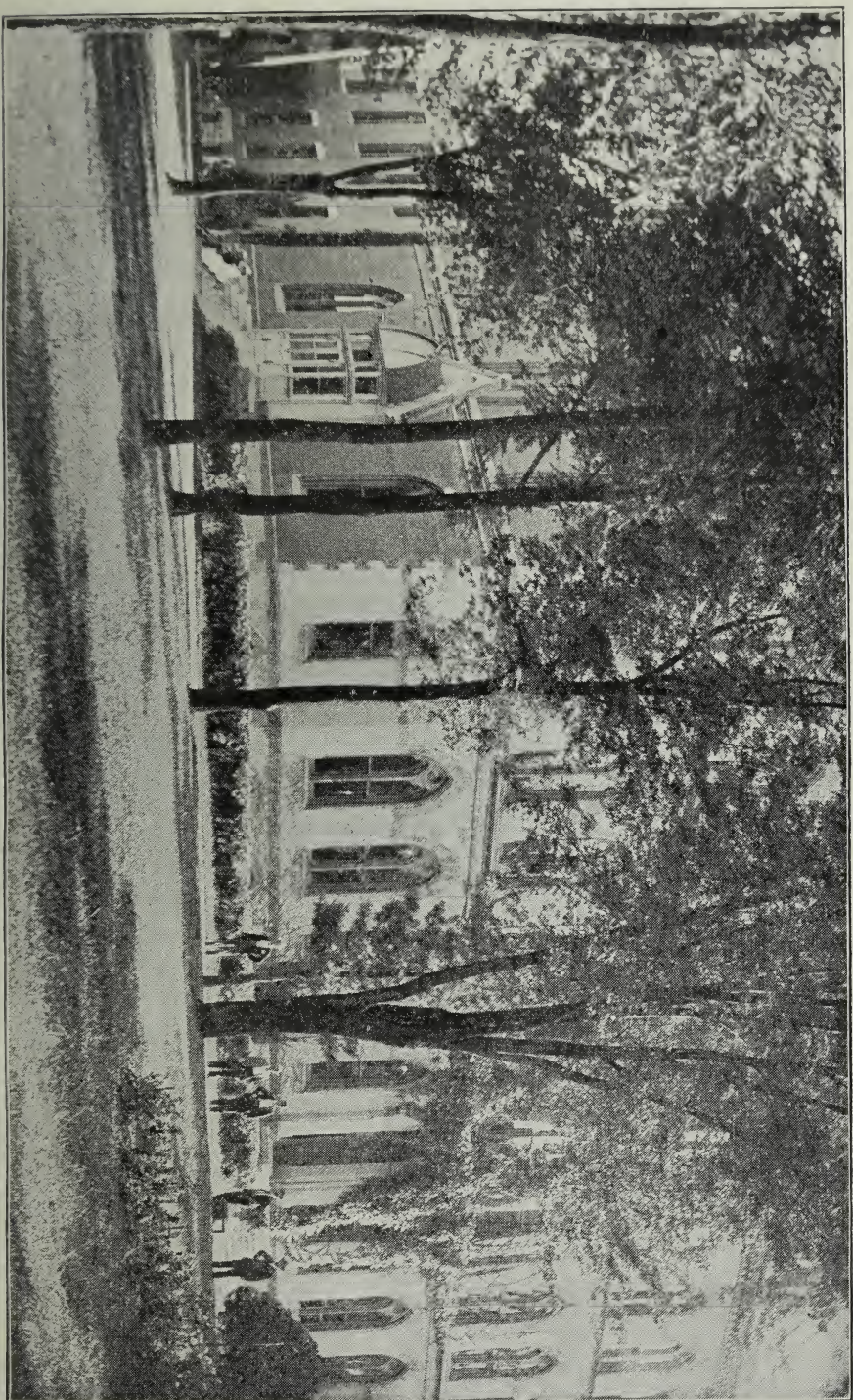
Students are requested to refrain from trying to pursue too many studies at one time and required to refrain from taking too few.

CERTIFICATION AND GRADUATION.

Candidates for the "Regents' Certificate" are required to attend at least one term, and those wishing to graduate from the full course are required to be in attendance at least nine months. All candidates must have good moral character, and in scholarship a standing of "good" or "excellent" in at least one-half of their subjects.

For the "Regents' Certificate," credits to the amount of ten and one-third units are required, and for the Diploma 18 units, (a "unit" being thirty-six weeks' work, five days in the week, forty-five-minute recitations in one subject, or an equivalent amount of work in two or more subjects). These credits may be made in three ways, as follows:

1. **Regular class-work** in this school.
2. **Special examination**—applicable to academic subjects only and obtained by consent of the head of the department concerned.
3. **Advanced Standing**—the acceptance of grades from other schools by the Committee on Advanced Standing. Persons desiring to have grades accepted should apply in person or by letter to the chairman of this committee, ask-



NORTH AND EAST FRONT, MAIN BUILDING.

ing that blanks be sent to the authorities of the school in which the grades were made.

Students who present certificates of standing from any of the colleges of the College Union, the School of Mines, or a State Normal School, will be credited with such subjects as are completed in those schools. Graduates of the colleges of the College Union and the School of Mines, may receive the Normal Diploma upon the completion of four units, three of which must be pedagogical.

Graduates of approved, first-class, four-year high schools shall be given credit for ten units on the regular Normal Course; graduates of approved, second-class high schools shall be given credit for seven units on the regular Normal Course; graduates of approved third-class, two-year high schools shall be given credit for four units on the regular Normal Course.

The classification of high schools is that of the State Superintendent, which provides that "No school shall be classed as a high school of the first class which does not maintain a four-years' course of standard work in English, mathematics, science and history for a term of at least nine months in the year, and which does not employ the entire time of at least three approved teachers in high school work; that no school shall be classed as a high school of the second class which does not maintain a three-years' course of standard work in English, mathematics, science and history for a term of at least nine months in the year and which does not employ the entire time of at least two approved teachers in high school work; that no school shall be classed as a high school of the third class which does not maintain a two-years' course of standard work in English, mathematics, science and history for a term of at least eight months in the year and which does not

employ the entire time of a least one approved teacher in high school work."

Graduates of first-class approved four-year high schools may obtain our Elementary Certificate upon the completion of the following work during one term:

1. One academic subject.
2. One "special" (Drawing, Vocal Music or Manual Training).
3. School Management.
4. Elementary Psychology.
5. Teaching in Training School.

Graduates of approved high schools, applying for diploma shall make three units in pedagogical work and shall pursue, under the direction of the head of the department, one subject for at least one term in each of the following departments: English, Mathematics, History and Science. These credits are to be counted toward the number required of such high school graduates and do not preclude them from taking a greater amount of work in any of the departments named.

Regular students will be certificated and graduated upon the completion of the work prescribed in any of the regular courses of study.

Class honors are based on the average of all grades made by the student, and those receiving first honors will have public mention on Commencement Day.

Degrees.

The following degrees are now conferred by this school:

1. Bachelor of Pedagogy (Pd. B.), upon the completion of any of the full four-year courses.

2. Master of Pedagogy (Pd. M.), upon the completion of four units of advanced academic or pedagogical work after graduation, of which not less than one unit shall be pedagogical.

Legal Value of the Certificate and the Diploma.

The Regents' Certificate entitles the holder to teach in any of the public schools of the State, without further examination, for a period of two years.

The Diploma entitles the holder to teach in any of the public schools of the State, without further examination, for life.

EXPENSES.

Fees.

The school year is divided into four terms, designated as the Fall, Winter, Spring and Summer Terms, of practically equal length. Every student is required to pay at the beginning of each term, or whenever he may enter, an incidental fee of \$6, or a total of \$24 for the four terms of the year. If the student desires to pay for the full year in advance, the rate is \$20; for three terms, \$16; for two terms, \$11. The student is not entitled to the privileges of the class-room nor of the school generally until he presents the Treasurer's receipt for the incidental fee. This fee is not subject to refund.

In the Biological, Chemical, Physical and Agricultural Laboratories, and in the Manual Training Department, an additional incidental fee of fifty cents a term is charged, to pay for breakage and material.

The Gymnasium fee is \$1 for a year or any part of a year. Except for the use of lockers, this fee entitles the student to all gymnasium privileges, including free tickets to the athletic field for all games.

Books.

Books for one year's work here would cost the student from \$15 to \$20; but if he desires to save the expense, he can rent his books for \$1. Students renting text books are required to deposit with the Treasurer the sum of \$4 to secure the proper use and safe return of the books; \$3 of this amount is refunded when the books are returned in good condition.

Board and Rooms.

The School has no boarding department. Students board at private houses. There is no scarcity of accommodations within easy reach of the Normal building at reasonable prices.

Board can be obtained at rates ranging from \$2.50 to \$3.50 per week, including room, fuel and lights—two persons occupying one room. Those who room alone will generally have to pay a higher price.

Students who desire to board in clubs can reduce the expenses to \$1.75 or \$2 per week by practicing economy.

A limited number of ladies can obtain furnished rooms for self-boarding at fifty cents per week for each occupant, or \$1 per week when a student rooms alone. Students availing themselves of this arrangement, are expected to provide everything except furniture, mattresses, heating stove and cooking stove.

Unfurnished rooms can be rented at \$1.50 to \$2.50 per month, the price depending on the location.

As a general rule, it is best not to make a contract for board till after arrival in Warrensburg. The student can avail himself then of the Christian Associations' help in finding a satisfactory place; or he can call at the office of the Dean, Mrs. Mary Neet, in the Normal Building, and find assistance.

When you leave the train, look out for the committee of the Christian Associations, wearing badges. They meet all trains at the beginning of the terms. At other times, young women traveling alone will be met at the depot if the President is notified of the time of arrival.

Incidental and Other Expenses.

One year's subscription to the College Paper.....	\$1.00
Season ticket for the Lecture Course for the year (subject to change).	2.00
Society dues.75
Laundry, per week.25
Stationery and stamps, per term.....	1.00

Estimated Expenses of a Student for a Term of Twelve Weeks.

Board and room.	\$36.00
Incidental fee.	6.00
Laboratory fee.50
Gymnasium fee.	1.00
Book rental.	1.00
Laundry.	3.00
Incidentals.	2.50
Total.	\$50.00

Estimated Expenses of a Student for a Year, Not Including the Summer School.

Board and room.	\$105.00
Incidental fee.	16.00
Laboratory fees.	1.00
Gymnasium fee.	1.00
Book rental.	1.00
Stationery, etc.	3.00
College paper.	1.00
Lecture Course.	2.00
Society dues.75
Laundry.	8.75
Incidentals.	3.00
<hr/>	
Total.	\$142.50

By club boarding, some students reduce the expenses for one term to \$40, and the expenses for one year, not including summer school, to \$110. On the whole it is our experience that family boarding is more satisfactory.

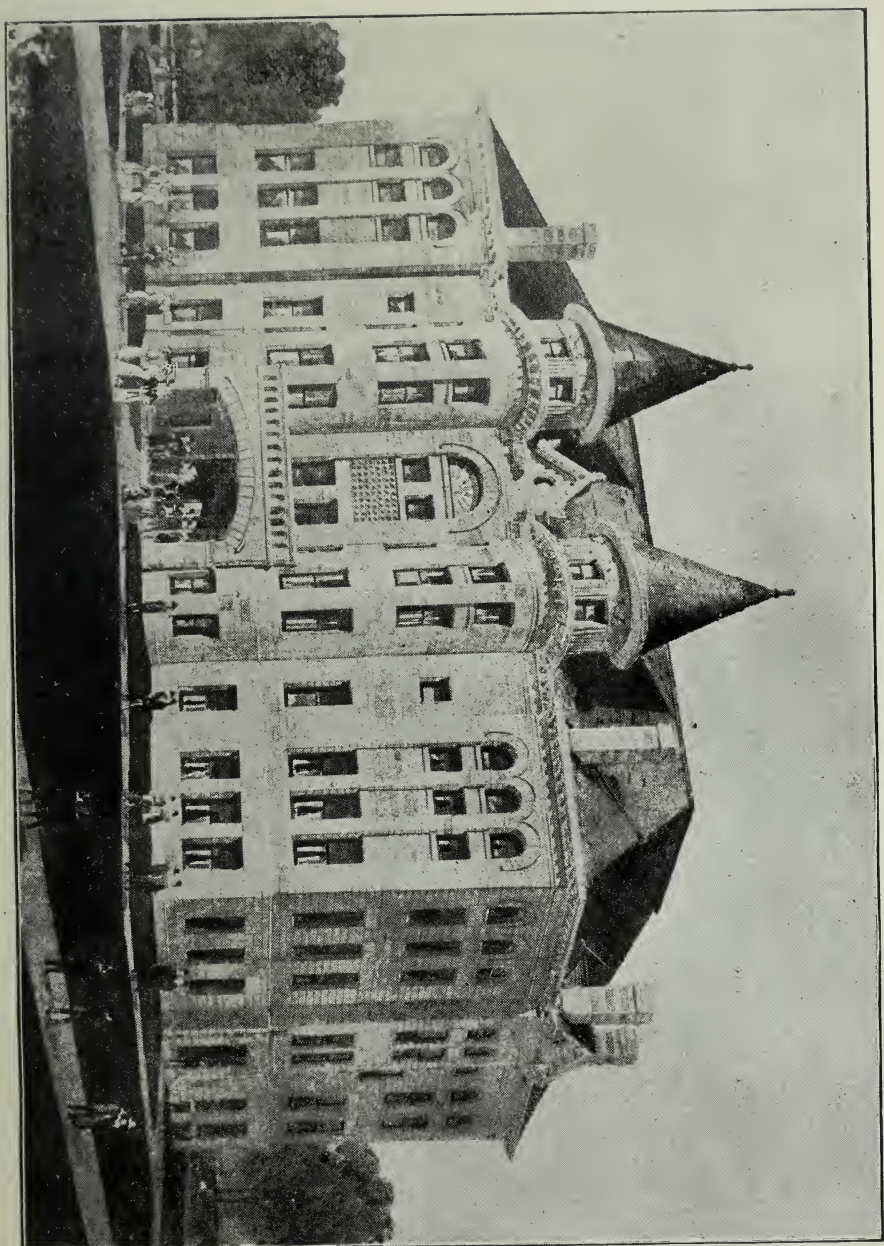
THE LOCATION OF THE NORMAL.

Warrensburg, the seat of the Second District State Normal School, is on the main line of the Missouri Pacific, two hundred eighteen miles west of St. Louis and sixty-six east of Kansas City. Here the Institution has had its existence for thirty-four years, and the town has developed those moral influences that characterize the college town. There are ten churches, and a large majority of our students take up religious work in the church of their preference. Warrensburg furnishes homes with every modern convenience, and many blocks of well paved or macadamized streets. The region is one of the most healthful in the State.

Pertle Springs, one of the most beautiful and charming summer resorts in the State, is but one mile from the campus. More conventions and gatherings of a political, social and religious nature are held here than at any other place in Missouri. In the summer time, especially, students have an opportunity to hear many distinguished speakers.

Buildings.

To secure the location of the State Normal School at Warrensburg, the county voted \$128,000 in bonds, the city \$45,000, and private citizens donated a campus of sixteen acres within the city limits. The county bonds were sold for \$100,000 cash, and this with the \$45,000 from the city bonds, and the campus above mentioned, were transferred to a State Board of Regents. These gentlemen as agents of the State, undertook the erection of buildings for the accommodation of the school. The corner stone of the main



DOCKERY GYMNASIUM.

building was laid August 16, 1871, and in June, 1872, the first story was completed and ready for occupancy. But the building as at first projected was not completed until the summer of 1881. It is built of brick and stone and is an imposing structure.

During the years 1885 and 1886 a wing, 66x116 feet, was erected south of the center of the main building, and connected with it by a short corridor. This improvement provided greatly increased accommodations for the Training Department and added six large rooms, two cloak rooms, and an assembly room to the Normal Department. The General Assembly in 1895 made an appropriation of \$30,000 for the erection of a Science Building. This building is 92x122 feet, three stories high, substantially built of native sandstone, and joins the main building by a corridor on the west. It contains four laboratories, several school rooms, and the library. The buildings are commodious and well furnished throughout.

The General Assembly of 1903 made an appropriation of \$50,000 for the erection of a new building. With this money, the Regents are erecting a thoroughly modern gymnasium which shall contain the executive offices, rooms for the physical directors, Y. M. C. A. and Y. W. C. A. halls, bath rooms, and the most approved gymnasium equipment. This building, the Dockery Gymnasium, will be completed by September 15, 1905.

From the last General Assembly came the most liberal appropriation, including \$22,000 for a new power house. This building, now under process of erection, will include the rooms for the manual training department. The appropriation also included \$15,000 for general repairs, and students returning next fall will find all the buildings in neat and wholesome condition.

The Laboratories.

The laboratories in the Science Building are large and well lighted. On the second floor is a well-equipped Physical Laboratory, and adjacent thereto a well-equipped Chemical Laboratory. Two years' work in each of these subjects, as well as Biology, can now be had at the Normal School. The laboratories for Biology and Physiology are also well furnished, and supplied with every necessary instrument and equipment for individual study. There is also a fairly good collection of specimens in Biology and Geology.

About \$8,000 will be spent this year for apparatus for the various departments of the institution, making its laboratories second to none for normal school work.

The Library.

In the library are between six thousand and seven thousand volumes, all of which have been carefully chosen for the working needs of the school. These books are now being reclassified and catalogued, a work which will double the value of the library.

The introduction of modern library furniture has added both to the convenience and attractiveness of the reading room. The comfortable chairs and tables will accommodate 150 students. Here are found the dictionaries, encyclopedias, and other general reference books. The daily and weekly newspapers and leading periodicals are also kept here. Efforts are now being made to complete the files of bound periodicals, and these, with the Pool's Index and Guide to Periodical Literature will prove a great addition to the reference department.

Access to the shelves is given all students in the belief that embryo educators should gain a knowledge of books.

In January, 1905, the library was named as a depository by the U. S. Superintendent of Documents, and now a copy of each of the government publications is received. When the organization of this department is perfected, it will be found a most useful addition to the working resources of the school.

The following periodicals are received:

Annals of the American Academy.

Arena.

Atlantic Monthly.

American Education.

Birds and Nature.

Bookman.

Century Magazine.

Critic.

Dial.

Education.

Educational Review.

Harper's Monthly.

House Beautiful.

International Quarterly.

Judge.

Library Journal.

McClure's Magazine.

Manual Training Magazine.

Municipal Engineering.

Nineteenth Century.

North American Review.

Outing.

Outlook.

Psychological Bulletin.

Psychological Review.

Public Libraries.

Review of Reviews.

School Arts Book.

School Review.

Scientific American.

Scientific American Supplement.

Scribner's Magazine.

Success.

SCHOOL PUBLICATIONS.

The Institution issues four bulletins a year, as follows:

In July, the Annual Catalog.

In October, a Department Special.

In January, The Alumni Register.

In April, The Summer School Special.

The Sun-Dial.

is the students' paper. This is a monthly, edited, managed, and supported by the student body.

The Rhetor.

is the Class Annual, and is issued by the Seniors in June of each year.

Those desiring a copy of any of the bulletins should send their requests to The Registrar, Warrensburg, Mo.

STUDENT ORGANIZATIONS.

The Christian Associations.

The students maintain two religious organizations—the Y. M. C. A. and the Y. W. C. A. These associations hold regular weekly meetings for devotional purposes, and occasional social gatherings. The meetings are a source of strength and help to young people. The associations are factors for good in the School, and the students are cordially invited to identify themselves with them. Committees of the two associations meet all terms at the beginning of the terms to assist and direct new students.

New and elegant halls for the Christian Associations will be provided in Dockery Gymnasium.

The Literary Societies.

The literary societies of the School are under the general control and supervision of the Faculty.

Six literary societies are now recognized by the Faculty, viz., the Athenian, the Baconian, and the Irving, for young men; and the Campbell, the Osborne, and the Periclean, for young women.

Each of these societies has its own hall, well furnished. During this summer a special auditorium will be arranged with stage and comfortably seated for general literary work and debate.

In the last Inter-Society Contests, Miss Zelpha Short, of the Osborne Society, took the honors in declamation, and Mr. Frank Barton, of the Irving, Mr. D. Alvin Bickel, of the Baconian, and Mr. Louis Neidert, of the Athenian, won the Nebraska-Missouri debate; while Mr. Bert Robbins, of the

Athenian, won third place, in the Inter-State Oratorical Contest at Milwaukee, in May.

The Sigma Delta Chi.

Σ Δ Χ

The Sigma Delta Chi, a Greek letter society was founded in 1899. The chapter was put in the Warrensburg State Normal in 1901. Its members are chosen with care, and the society has always stood for fraternal spirit, mutual friendship and benefit, and a high standard of culture. The social life of the Sorority is not only a great pleasure to those participating, but is beneficial and elevating, as well.

Phi Lambda Epsilon.

Φ Λ Ε

Phi Lambda Epsilon was founded in 1892 and is one of the largest Academic Fraternities in the West, having twenty-eight chapters in State Normal Schools, Academies, and High Schools. Missouri Beta chapter was founded in 1894. Its aim is to promote and develop friendship and school loyalty. The work of the fraternity does not conflict in any way with the Literary Society work, as the aim is entirely different.

The Athletic Association.

The first Athletic Association of the Normal School was organized in the spring of 1896. It was completely reorganized in 1902. Ample provisions are made for the

student body to have controlling influence in all athletic affairs. The students are taking more and more interest in the management of athletics, and they are expected to have charge of all the business, such as electing officers of teams and of associations; appointing guards, gatekeepers, etc. The Faculty athletic committee has supervision over all acts of the association pertaining to schedules, eligibility of players, financial matters, etc., guided as largely as possible by the wishes of the students themselves; for it is to the student body that the School looks for its athletic spirit and athletic success.

The new Gymnasium is thoroughly equipped with lockers, shower and tub baths, ball courts, measurement and testing apparatus. This is the only School in the State that has an in-door running track. It is eighteen laps to the mile and the best track in the West. A new athletic field—the finest in the State, thanks to the wisdom and generosity of our last legislature—furnishes an ideal place to develop teams in football, baseball, track and field. A first-class four-lap track surrounds the athletic field.

In the past, with no conveniences, our football team has been able to defeat such teams as the Haskell Indians, Kansas Normal, University of Arkansas, Kansas City Medics and others. Our baseball team has done equally as well. With our new and splendid facilities, we should be able to maintain and better our present reputation.

A plan is being contemplated whereby every student will be enabled to become a member of the Athletic Association, and this membership will carry with it admission to all games played at home by the various Normal teams.

TENNIS.

On a well-shaded portion of the campus are four tennis courts, which are in constant demand. This most delightful and wholesome field sport is growing in popularity with the students and an increase in the number of courts is in prospect. At the beginning of each term a new club is constitutionally organized, and a schedule of playing hours, with grouping of players according to their own selection, is posted. Thus the largest degree of utility, with the least amount of friction, is derived from the grounds. A membership fee of twenty-five cents a term is charged. The organization is wholly in the hands of the students, though it contains several members of the Faculty. The membership in the Spring term, 1905, numbered about fifty, and in the Summer term a few less. The present officers are, O. Rader, Pres.; S. R. Coon, Sec., and E. L. Harrison, Treas.

Alumni Association.

The Alumni Association is composed of all full-course graduates of the School and, therefore, numbers, at the present time more than eight hundred members. The "Alumni Bulletin," published a few months ago, shows that nearly all of these graduates have become teachers in this or other states and many of them hold positions of great educational responsibility and usefulness. A large percentage of the number has devoted the entire time since graduation to educational work. Many have taken the post-graduate degree, Pd. M., (equivalent to the old "M. S. D.") in this school, or a degree in some higher institution.

The Alumni Association holds a meeting at the time of the annual Commencement season. The programs have

varied widely from year to year, the one of 1905 having been in some respects the most ambitious and most largely attended in the history of the association.. The program on this occasion consisted of

1. A Luncheon at Pertle Springs.
2. A Reception.
3. Annual Business Meeting.
4. Evening Address by Fredk. W. Ploger, '85, and a musical program in Normal Chapel.

It is hoped that the meeting of 1906, which has been set for Wednesday, June 6th, may surpass all of its predecessors.

The officers-elect are:

Benj. L. Seawell, '87, President.

Fanita Baldwin Houts, '92, Vice-President.

J. Mae Clark, '02, Treasurer.

Flora B. Dutcher, '97, Permanent Secretary.

The Alumni Association has been a useful factor in the upbuilding of this school. Its services have been numerous and varied. But it is hoped that its influence may be made greater still. No school can accomplish great things without the aid of a loyal and enthusiastic alumni. Let us not forget the fact that in our union rests the strength that will make us a success in our professional life. Let us not forget the fact that it is the excellence of our work that gives reputation to our dear old Alma Mater, and that her reputation is ours.

NORMAL LECTURE COURSE.

For a number of years this Institution, through its Faculty Lecture Committee, has maintained a course each year of high class lectures and entertainments. The committee has always sought to maintain a high standard of excel-

lence by selecting for each course the highest quality of talent available on the American platform. The only motive in the maintenance of the annual Lecture Course is to offer the best educational influences to our students and the community. All surplus funds derived from the sale of tickets are expended in the improvement of the succeeding course, and in that way the course of each succeeding year has regularly become stronger and more attractive.

The course of last year consisted of lectures and entertainments from the following list of talent:

Gov. Bob Taylor.
Hungarian Royal Court Orchestra.
Mendelssohns Quartette.
Roney's Boys.
Odessa Sterling.
J. Franklin Caveny.
John Temple Graves.
Ida Benfey.

About half of the proposed course for next year has been secured by contract, and the other half is being considered by the Committee. The entire list of talent for next year will be announced as early as possible. Those already engaged are as follows:

Gov. La Follette.
Jackson-Sammis Co.
Dr. H. L. Willett.
Lula Taylor Gates Co.
Mr. Frederick Abbott.

More and more is the Lecture Course becoming an important factor in the education and culture of our students.

NORMAL EXTENSION LECTURES.

Heavy demands have been made during the past few years upon the members of the Normal School Faculty for lectures in all parts of the State, upon such occasions as teachers' institutes, farmers' meetings, commencement exercises and college and university convocations, as well as lesser occasions. Generally, the only charge that will be made for these lectures will be railroad and hotel expenses.

The members of the faculty will respond as often as their duties will permit, but those seeking their services will be more certain of securing them if they can fix their dates for a Friday or a Saturday evening.

Those desiring to make arrangements for a lecture by a member of this faculty, should write the President, indicating preference for lecture and lecturer.

The following members of the Faculty will respond to calls for the delivery of the lectures named:

President Ament—

1. "Chaos Cosmos, Cosmos Chaos."
2. The Fourth Profession.
3. The Liberty of Law.
4. The Crux and the Desideratum in Modern Education.
5. Evolution in Government.
6. God and the Fool.
7. Truth and Superstition.
8. The Second Renaissance.
9. Colossal Fortunes.
10. What of Thy Neighbor?
11. "To Him That Hath."

12. The Fundamental in Education.
 13. "Thy Kingdom Come."
 14. The Modern Newspaper.
- And others.

Mr. Deerwester—

1. The Source and Mission of the Trained Teacher.
2. How Worlds are Made.

Mr. Gwinn—

1. The Meaning of Method.
2. The Mission of the Common School.
3. Co-operation in Education.
4. The Survival of the Fittest.

Mr. Demand—

1. How to Fail.
2. Our Public School System.
3. Mary Stuart.

***Mr. Scarborough—**

1. Radio-activity.
2. The Measure of a Life.

Mr. Hoover—

1. Foreign Travels.
2. A Practical Education.

Mr. Walters—

1. The Evolution of the Teacher.
2. Fire (Nature Study Lecture, Experimental).

Mr. Seawell—

1. The Theory of Evolution.
2. Some Features of Nature Study.
2. Crises in the Lives of Historic Men.
3. Dr. Dewey's Philosophy of Education.
4. Some Necessary Conditions for Thinking and Their Application to School Work.

Mr. Abbott—

1. Elocution and its Relation to Literature.
2. Public Readings, for all occasions.

Dr. von Fingerlin—

1. Which Should We Study in Preference, Ancient or Modern Languages?
2. Why We Should Study German.
3. A Day in St. Peter's Church, Rome.
4. The American Girl as I Know Her.

Dr. Shannon—

1. The Glory of Missouri.
2. The Story of Slavery.
3. Mob Violence.
4. Some special, agreed theme.

Dr. Rettger—

1. The Relation of Physics and Mathematics.
2. The Teaching of Physics.
3. The Element of Struggle in Education.

Mr. Zoll—

1. The Uplift of the Beautiful.
2. Commercialism vs. Art.

Dr. Benedict—

1. The Training of the Moral Nature.
2. Socrates and His Method.

Miss George—

1. Comparison Between the Elementary Schools of Germany and the United States.
2. Student Life in a German University.
3. Pickings from Pedagogical Theory.

Miss Baxter—

1. The Influence of Herbart and Froebel on Modern Education.
2. The Place of the Recitation in School Work.
3. The Relation of Nature Study to Literature and Language.

Miss Daniel—

1. The City Mission—Its Relation to the System of Education.

Miss Wilkins—

1. The Relation of the Kindergarten to the Public School System.
2. Kindergarten Civics.

Miss Nickerson—

1. The Relation of Arithmetic and Algebra.

Miss Kennedy—

1. The Laboratory of Mathematics.

Miss Yeater—

1. The Place of Latin in an Education.
2. Homer as a Poet.

Miss Runyon—

1. The Social Point of View in the Teaching of History.
2. Crises in the Lives of Historic Men.
3. Dr. Dewey's Philosophy of Education.
4. Some Necessary Conditions for Thinking and Their Application to School Work.

THE SUMMER SCHOOL.

A Foreword.

The first regular summer term was conducted in this Institution in 1897, with an attendance of 116. The following summer, the attendance slightly decreased, but from that date it has constantly increased with each summer, until it is now, as it has been for several years past, the largest summer school in the State—the present year being no exception, though it was earlier thought by some that the increased requirements placed upon the school by the State Board would have a tendency to decrease its attendance.

In the present enrollment are teachers from the very best schools of the State, including a large number of principals and superintendents.

The Work

in our summer school might be designated as regular, special and review. Students desiring to shorten the time for graduation will find regular work in the summer school, and their standing will be regularly recorded in the books of the Institution. The special work is such as has been designated by the State Board, on which State or County credit will be given for certificates. This work is also accepted by the Faculty as regular. The review work is such as is pursued by students desiring to prepare for some special examination. It does not receive State or County credit, nor is the standing made recorded by the Institution.

The Purpose

of the Summer Term varies somewhat from that of the three regular terms, in that the function of the school is

somewhat enlarged. During the Fall, Winter and Spring Terms, regular work only is done.

In the 1906 Summer School, the scope of the work will be still further widened, to include more special primary method work, wider opportunity for observation work in the Training School, and a more enriched course in School Supervision and General Method for principals and superintendents. There will also be wider opportunities for general review, and there will be Round Tables organized by faculty members to be participated in by experienced teachers attending the school.

A Special Lecture Course

is now being organized for the Summer Term, and some of the best educational talent in the nation will be engaged for it. It is designed to have these lectures free to the students of the Summer School.

The Faculty

for the Summer School is the regular Faculty of the Institution.

The Fees

for the Summer Term, unless further notice is given, will be the same as for any other term of the year.

The Bulletin

of the Summer School, is issued in April, and will give full information relative to the term, which will open Tuesday, June 12, 1906, and continue for such length of time as shall be determined by the Board.

COURSES OF INSTRUCTION.

SCOPE OF NORMAL SCHOOL WORK.

The work of the Missouri State Normal School is prescribed by law. It is to teach such branches of science as may be necessary to qualify students to become competent teachers in the public schools of this State. Since, however, the qualifications of public school teachers are constantly changing, with the changes in the curriculum of the public schools, the work of the Normal Schools must change to meet the increasing demands of public instruction. When this Normal was established, there were no good public high schools in Missouri; no kindergartens, no instruction in manual training, in agriculture, in nature studies. There were no scientific laboratories in any of the public schools. There were few public school or town libraries. There was no systematic instruction in the English language and literature. In short, the work of giving students what the public then considered the proper training for the work of teaching was comparatively simple.

The work of Normal Schools is now more complex. If the work of these schools be to give teachers adequate training in such branches as are now taught in the public schools of the State—elementary, grade and high schools—how complex this work has become may be seen by reference to catalogues sent out by town and city superintendents. Not only the elementary branches, but Greek, Latin, French, German, Biology, Chemistry, Physics, Civics, Psychology, Manual Training, and many other subjects are now taught in the public schools of Missouri. Indeed, many of the best high schools are doing the work of the old

college. Marvelous has been the progress of our public schools during the past decade. The National Educational Association has repeatedly declared that a high school teacher should have academic training equal to that required by our best colleges. It is the aim of this Normal School to give teachers thorough preparation for all grades of public school work. Hence, general and special courses are offered in the following subjects: Kindergarten, Primary Teaching, the Common School Branches, History, Physics, Chemistry, Biology, Agriculture, Manual Training, Drawing, Latin, Greek, French, German, Physical Culture, Music. In addition to these subjects, all students who graduate are required to study the following: Psychology, Teaching in Training School (one year), Methods, School Management, History of Education, Applied Psychology and Observation.

SUB-NORMAL COURSE.

Arithmetic.—One or two terms.

Algebra (for beginners).—One or two terms.

English Grammar.—One or two terms.

Geography.—One or two terms.

Physiology.—One or two terms.

United States History.—One or two terms.

Civics.—One term.

Reading.—One term.

Sections will be organized in the above-named subjects designated as "one or two terms," so that the pupils may finish in one term or two terms, according to their advancement and ability. Those who have finished a regularly approved course of study in the rural schools, or who have made a grade of 85 per cent on examination for a teacher's

certificate, may classify in the one term class of the subject in question. All students who do not present credits in the sub-Normal subjects from a good high school will be required to take them in this Institution.

COURSE I.

Freshman Year.

Fall Term.

Rhetoric.
Oriental History.
Algebra.
Agriculture.
Drawing or Manual
Training or Music.

Winter Term.

Rhetoric.
Greek History.
Algebra.
Agriculture.
Drawing or Manual
Training or Music.

Spring Term.

Mythology.
Roman History.
School Management.
Physiography.
Drawing or Manual
Training or Music.

Sophomore Year.

English Literature.
Biology.
Mediaeval History.
Plane Geometry.
Drawing or Manual
Training or Music.

English Literature.
Biology.
Modern History.
Plane Geometry.
Drawing or Manual
Training or Music.

Ele. Psychology.
Modern History.
Biology.
American Literature.
Drawing or Manual
Training or Music.

Junior Year.

Method in Grammar.
Applied Psychology.
English History.
Solid Geometry.

History of English
Language.
General Method.
English History.
Plane Trigonometry.

Principles of Literary
Criticism.
Special Methods.
Methods in Geogra-
phy.
Philosophy of Arith-
metic.

Senior Year.

Teaching.
College Algebra.
Elective.
Elective.

Teaching.
College Algebra.
Elective.
Elective.

Teaching.
History and Philos-
ophy of Education.
Elective.
Elective.

Electives.—Chemistry, Physics, Advanced Psychology, Supervision, Educational Classics, Spherical Trigonometry, Surveying, Analytical Geometry, Advanced European History, Advanced American History, Economics, Principles of Criticism, Logic, Ethics, Kindergarten Theory.

COURSE II.**Freshman Year.****Fall Term.**

Rhetoric.
 Oriental History.
 Algebra.
 Latin.
 Drawing or Manual
 Training or Music.

Winter Term.

Rhetoric.
 Greek History.
 Algebra.
 Latin.
 Drawing or Manual
 Training or Music.

Spring Term.

Mythology.
 Roman History.
 School Management.
 Latin.
 Drawing or Manual
 Training or Music.

Sophomore Year

English Literature.
 Biology or Agriculture.
 Plane Geometry.
 Latin.
 Drawing or Manual
 Training or Music.

English Literature.
 Biology or Agriculture.
 Plane Geometry.
 Latin.
 Drawing or Manual
 Training or Music.

American Literature.
 Biology or Physiology.
 Latin.
 Ele. Psychology.
 Drawing or Manual
 Training or Music.

Junior Year.

Latin.
 Mediaeval History or
 Chemistry or Physics.
 College Algebra.
 Applied Psychology.

Latin.
 Modern History or
 Chemistry or Physics.
 General Method.
 College Algebra.

Latin.
 Special Methods.
 Solid Geometry.
 Modern History or
 Chemistry or Physics.

Senior Year.

Latin.
 Teaching.
 Method in Geography
 Elective.

Latin.
 Teaching.
 History and Philosophy
 of Education.
 Elective.

Latin.
 Teaching.
 Method in Grammar.
 Elective.

Electives.—Chemistry, Physics, Advanced Psychology, Supervision, Educational Classics, Spherical Trigonometry, Surveying, Analytical Geometry, Advanced European History, Advanced American History, Economics, Principles of Criticism, Logic, Ethics, Greek.

COURSE III.**Freshman Year.****Fall Term.**

Rhetoric.
 Oriental History.
 German, French, or
 Spanish.
 Algebra.
 Drawing or Manual
 Training or Music.

Winter Term.

Rhetoric.
 Greek History.
 German, French, or
 Spanish.
 Algebra.
 Drawing or Manual
 Training or Music.

Spring Term.

Mythology.
 Roman History.
 German, French, or
 Spanish.
 School Management.
 Drawing or Manual
 Training or Music.

Sophomore Year.

English Literature.
 Biology or Agriculture.
 German, French, or
 Spanish.
 Plane Geometry.
 Drawing or Manual
 Training or Music.

English Literature.
 Biology or Agriculture.
 German, French, or
 Spanish.
 Plane Geometry.
 Drawing or Manual
 Training or Music.

American Literature.
 Biology or Physiology.
 German, French, or
 Spanish.
 Elementary Psychology.
 Drawing or Manual
 Training or Music.

Junior Year.

Applied Psychology.
 Mediaeval History.
 Solid Geometry.
 Elective.

General Method.
 Modern History.
 Plane Trigonometry.
 Elective.

Special Methods.
 Modern History.
 Philosophy of Arithmetic.
 Elective.

Senior Year.

Teaching.
 Method in Geography.
 Chemistry or Physics.
 College Algebra.

Teaching.
 History and Philosophy of Education.
 Chemistry or Physics.
 College Algebra.

Teaching.
 Method in Grammar.
 Chemistry or Physics.
 Elective.

Electives in Junior.—Junior German, Junior Latin, Chemistry, Physics, English History, Advanced European History, Spherical Trigonometry, Surveying, Masterpieces, Economics, Logic, Ethics, Kindergarten Theory.

Electives in Senior.—Any Junior elective not yet taken, Advanced Psychology, Supervision, Educational Classics, Advanced American History, Analytic Geometry, Logic, Ethics, Kindergarten Theory.

COURSE IV.**Freshman Year.****Fall Term.**

Rhetoric.
 Oriental History.
 Agriculture.
 Algebra.
 Drawing or Manual
 Training or Music.

Winter Term.

Rhetoric.
 Greek History.
 Agriculture.
 Algebra.
 Drawing or Manual
 Training or Music.

Spring Term.

Mythology.
 Roman History.
 Physiography.
 School Management.
 Drawing or Manual
 Training or Music.

Sophomore Year.

English Literature.
 Biology.
 Mediaeval History.
 Plane Geometry.
 Drawing or Manual
 Training or Music.

English Literature.
 Biology.
 Modern History.
 Plane Geometry.
 Drawing or Manual
 Training or Music.

American Literature.
 Biology.
 Modern History.
 Elementary Psychol-
 ogy.
 Drawing or Manual
 Training or Music.

Junior Year.

Chemistry or Phys-
 ics.
 Applied Psychology.
 Solid Geometry.
 Elective.

Chemistry or Phys-
 ics.
 General Method.
 Plane Trigonometry.
 Elective.

Chemistry or Phys-
 ics.
 Special Methods.
 Philosophy of Arith-
 metic.
 Elective.

Senior Year.

Teaching.
 College Algebra.
 Method in Geogra-
 phy.
 Elective.

Teaching.
 College Algebra.
 History and Philos-
 ophy of Education.
 Elective.

Teaching.
 Method in Grammar.
 Elective.
 Elective.

Electives in Junior.—History English Language, Principles of Literary Criticism, English History, Advanced European History, Spherical Trigonometry, Surveying, Kindergarten Theory.

Electives in Senior.—Any of the Junior electives not yet taken, Supervision, Advanced Psychology, Advanced American History, Physics, Chemistry, Economics, Analytic Geometry, Kindergarten Theory.

COURSE V.

Graduates of Approved first-class Four-Year High Schools.

Junior Year.

Fall Term.
Elementary Psychology.
*Science.
Advanced American
or Advanced European
History.
Philosophy of Arithmetic.

Winter Term.
General Method.
Science.
Advanced American
or Advanced European
History.
School Management.

Spring Term.
Applied Psychology.
Science.
Geography.
Special Methods.

Senior Year.

Teaching.
College Algebra.
Elective.
Grammar.

Teaching.
College Algebra.
Elective.
English.

Teaching.
History of Education
Elective.
English.

Electives.—Latin, Mathematics, History, English, Science, Economics, Advanced Pedagogy, Kindergarten Theory.

*This year of Science is to be selected for the student by the Committee on Classification in the light of his past work and his future needs.

ELEMENTARY CERTIFICATE COURSE.

This course comprises the work of the first two years of any one of Courses I, II, III, or IV, ten units, and in addition, one term's teaching in the Training School. This teaching is to be done under the conditions set forth under the title "Training School," (*see index*) and can not be counted as a part of the year of teaching required in the Senior year for the Diploma. The Elementary Certificate Course for graduates of approved first-class four-year high schools is described on page 26, and the teaching therein required cannot be counted toward the Senior requirements.



CAMPBELL LITERARY SOCIETY.

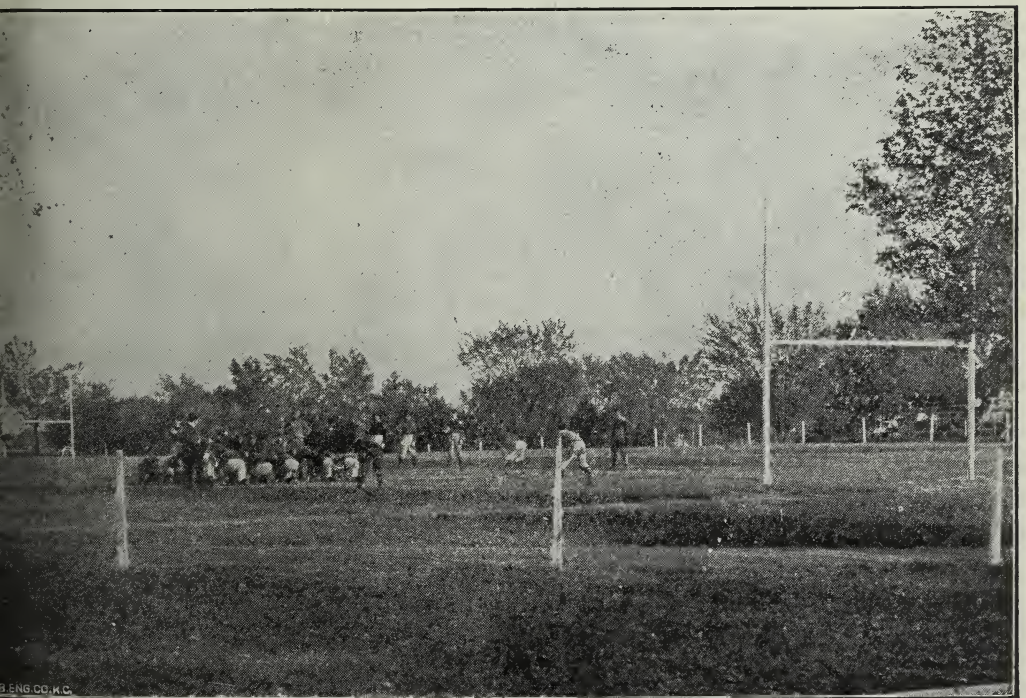


TRAINING SCHOOL BASKET BALL TEAM.





SCIENCE BUILDING.



ON THE ATHLETIC FIELD.

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SPECIAL COURSE IN MANUAL TRAINING.

Students who desire to pursue the special course in Manual Training as outlined under that heading, (*see index*) may articulate this work with any one of the four standard courses herein outlined by the election of two units of advanced work in Manual Training and Drawing, instead of one unit of the elective academic work assigned to the Junior, or the Senior year, said two units to count as **one** of the required eighteen.

SPECIAL COURSE IN KINDERGARTEN.

Students who desire to pursue the special course in Kindergarten Training as outlined under "Kindergarten," (*see index*), may articulate that work with Courses I, III, or IV, as follows:

1. **With Course I**, by deferring one of the required units of the Junior year until the Senior, in order to permit the taking of the Junior Kindergarten Theory, as one of the two elective units regularly allowed in the Senior, substituting one term of Kindergarten Teaching for Special Methods, and electing Kindergarten work to the full extent of electives.

2. **With Course III**, by taking Kindergarten work as Junior and Senior electives and substituting Kindergarten work for Plane Trigonometry, Philosophy of Arithmetic and Special Methods.

3. **With Course IV**, by substituting one term of Kindergarten work for Special Methods and electing Kindergarten work through Junior and Senior years.

DEPARTMENTS OF INSTRUCTION.

Psychology.

Mr. Deerwester.

1. **Elements of Psychology**, one term. Should precede Training School work.

This course is intended to serve to introduce the pupil to himself as an individual and to the Science of Self and its literature and methods. Technical terms are learned so far as they are needed and some classifications are developed, but both are subordinated to the more important work of striving to know mental processes. Tichener's *Primer of Psychology* is in the hands of each student and numerous other elementary books are available for reference, but the aim is to prevent the student from becoming the slave of any book.

2. **Applied Psychology**, one term. Should precede Senior work in the Training School and must be preceded by course 1 or its equivalent. The aim of this course is to lead the student to see the bearings of a knowledge of mind upon the work of teaching in a general way and to develop certain important principles involved in educational work. James' *Talks to Teachers*, Dexter and Garlick's *Psychology in the Schoolroom*, and Sully's *Handbook of Psychology for Teachers* are the books most used. Students are encouraged to think more than to read.

3. **Advanced Psychology**, one term. Senior or post-graduate elective. This course follows 1 and 2 and comports with its name and place and with the ideals of modern psychological science.

Pedagogy.

Mr. Gwinn.

1. **School Management.**—This course includes a thorough study of the following topics:

a. The Teacher—his qualifications, responsibilities and duties.

b. School Grounds, Buildings and Appliances.

c. School Organization—Entering the field, the first day, setting the school to work, the daily program, the course of study, classification, grading and promoting in rural and city schools.

d. School Employments—study, recitations, intermissions and recreations, tests and examinations.

e. School Government and Discipline.

Text Books: Seeley's *A New School Management*, *Missouri School Law*. **Supplementary Texts:** The School Managements of Raub, White, Baldwin, Tompkins; Shaw's *School Hygiene*; the *Reports* of Missouri Public Schools, of the U. S. Commissioner of Education, and of the National Educational Association.

2. **General Method.**—This course considers the essential general principles underlying and determining the whole educative process. The steps by which the child comes into the possession of knowledge and acquires ability and skill in the use of it, are carefully traced and studied in detail. The teacher's part in selecting, arranging and teaching subject-matter in the most efficient and economic way is a large topic in this course.

The applications of the general principles of method are shown by means of model recitations from Normal and Train-

ing School classes and in the formulation of written plans for teaching topics in the common branches.

A course in Elementary Psychology is required for admission to this course.

Text Books: McMurry's *Elements of General Method* and *Method of the Recitation*, and DeGarmo's *Essentials of Method*.

3. **Special Methods.**—This course will consider the content, aims, materials and methods in each of the leading subjects in the common schools. Special attention will be given to the work in primary grades. This course should be preceded by course 2.

4. **School Supervision.**—This course deals with the following topics:

- a. The Aims and Meaning of Education—how they influence the course of study, the method and materials used in education.
- b. The School Board—qualifications, methods of selecting, functions and duties.
- c. Locations and Construction of School Buildings—materials, plans, heating, lighting, ventilating, sanitation, equipment, and decoration.
- d. Current Business—annual and other reports, receipts and expenditures, supplies and repairs.
- e. The Superintendent—qualifications and functions:
 1. Appointment and organization of teaching force.
 2. Improvement of teaching.
 3. Making and carrying out the course of study, its functions and aims, principles, content, etc.
 4. Daily Programs.
 5. Grading and promoting.

f. The Principal and Special Supervisors—their functions, and duties.

g. The School and the Community.

The principal books used are:

Chancellor's *Our Schools*; Reports of U. S. Commissioner of Education, of Missouri Public Schools, and of the National Educational Association. Pickard's *School Supervision*; Gordy's, *A Broader Elementary Education*; Dewey's *School and Society*; volumes of *Education*, *Educational Review*; Shaw and Newholm on *School Hygiene*.

This course is meant for those intending to become superintendents and principals of schools. It is open to principals and superintendents and undergraduate regular students who have completed all the required professional work. This course may be counted, when taken by a graduate, for credit toward degree of Pd. M.

This course will be offered in the spring and in the summer term.

Note.—All courses continue through one term.

Ethics and Philosophy of Education.

Dr. Benedict.

1. **History and Philosophy of Education.**—The aim of this course is to lead the student, through an acquaintance with the course of education during the progress of civilization, to an appreciation of principles underlying education.

The educational influences and specific systems of education of ancient, mediaeval and modern life are studied. Such books as Laurie's *Pre-Christian Education*, Kemp's *History of Education*, Davidson's *History of Education*, Painter's *History of Education* are used as guides in this work. Special study is made of the work of great educational reformers, as, Rous-

seau, Pestalozzi, Herbart, Froebel and Horace Mann. The educational systems of the present time are studied.

Throughout the historical study of educational progress, analysis is made of underlying forces in educational movements and of principles embodied in educational theory. By such analysis, together with criticism, the student is led to take a broad view of education as a whole, and to formulate for himself far-reaching principles.

2. **Ethics.**—The importance to the teacher of work in Ethics is readily seen from a consideration of the aim and the scope of his work. Character perfected involves morality as a factor everywhere present. If the aim of the teacher is to develop the character of the pupil, the teacher who has not a clear knowledge of the moral nature of the man and of the child, and who has not a clear conception of ideals of character and conduct, is unfit for his task.

When we consider the scope of the work of the teacher, the need for ethical study is evident. The matter of discipline is an ever present task in the teacher's work. The right sort of discipline can be secured only if the teacher has an ideal of the sort of conduct to be expected from the pupil, and an understanding of conditions under which the will of the pupil is best directed toward this ideal. Again, the teacher must prescribe courses of study, and should have a clear comprehension of the benefits to be derived for the character from certain lines of work.

It is upon such grounds as these that the course in Ethics is planned. The course has two parts, theoretical and practical Ethics. First, starting from Psychology, the facts of the moral nature are considered, and ideals of conduct and character are discussed. Second, the work of the teacher in this field is examined, the way in which different subjects of the school cur-

riculum may contribute toward moral development are considered and lesson plans are written and criticized from the point of view of their contribution toward character building.

3. **Logic.**—This course is designed for those interested in argumentation or debate. One who has not a clear conception of logical arrangement of subject matter, of cogent reasoning and of valid reasoning as distinguished from false reasoning, and of the use of terms, can not argue so effectively as he might if he had such knowledge.

The course in Logic includes an examination of some of the masterpieces of argumentation from the point of view of logical structure and other principles. It includes also a careful study of the thought processes of conception, judgment and reasoning. Practice in reasoning and in construction of speeches is given throughout the course.

The Training School.

Miss George.

The Training School includes the eight grades arranged in four departments, Kindergarten, Primary, Intermediate and Grammar, and one year of high school work. Each department is in charge of a principal, assisted by the Superintendent of the Training School and members of the Normal Faculty.

Two kinds of work are carried on, observation and teaching.

All Senior students are required to teach one period daily for nine months, handling classes in at least two departments. Such students, before receiving an assignment in the Training School, must have completed courses in Elementary Psychology and General Methods. An exception is made of students who enter from schools in the college union. These students,

since they can fulfill all the requirements for a diploma in one year of nine months, are permitted to teach the first term providing they take a course in General Methods at the same time.

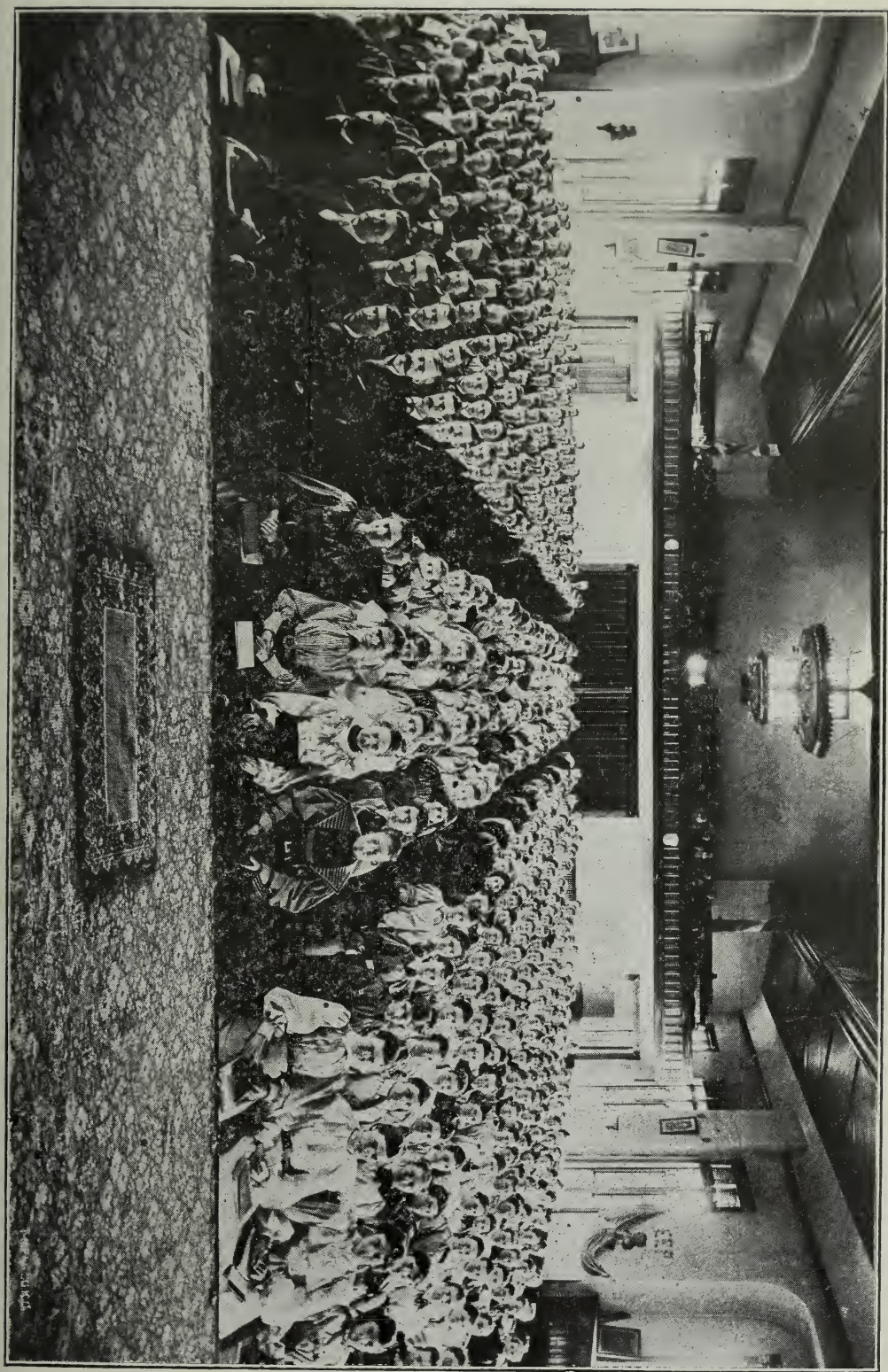
Students who wish to receive the Certificate from this institution, entitling them to teach for two years, are required to handle classes in the Training School for three months. All applicants for classes under this course, must have completed the courses in School Management and Elementary Psychology. Graduates of accredited four-year high schools who are able to fulfil the prescribed work for a Certificate in *one term*, are permitted to teach classes and take courses in Elementary Psychology and School Management at the same time.

The teaching required for the Certificate is **in addition to the ten units** required under the regular course, and under no conditions is it accepted for the teaching required in the Senior course.

For one period a week during the entire year, illustrative lessons are taught by the principals or the Superintendent. All Seniors handling classes in the Training School are required to be present throughout their entire period of teaching, and all candidates for certificates are required to be present **during the term just preceding their actual teaching**, and also during the term in which they handle classes.

Each student-teacher is wholly responsible for the entire management and progress of his class, with the privilege of referring to the Principal of the department or to the Superintendent at any time for assistance or advice. The independence and originality of the student-teacher is in no way curtailed, but rather, continually encouraged.

A course of study has been prepared for the Training School, subject to change from time to time to meet the demands of the school and the advancement of pedagogical



thought. Student-teachers are expected to familiarize themselves with this outline. They also prepare daily plans for the lessons to be taught. These plans are criticised and discussed by the principals and others in charge of the work. The teaching of the students is closely supervised and constant attention is given to the development of teaching power. The main purpose of the work in the Training School is to aid the student-teacher to a clearer understanding of the fundamental pedagogical principles of the best educational thought of today, and to give him an opportunity to gain skill in their practical application. Under these conditions, the child is always the center of thought and his interests are paramount.

The number of children in the Training School is limited at present to 250, owing to lack of accommodations for a larger number. Tuition is free, except in the Kindergarten. All work done in the ninth grade is accepted for sub-Normal or Freshman work in the regular Normal department.

Teachers who wish to prepare themselves for a particular subject, or a special department, are given opportunities to do so. Through the actual handling of classes, planning of work, observation of skillful teaching, suggestions and criticisms, the inexperienced teacher gains confidence and power. For the experienced teacher, the Training School affords an opportunity to get into touch with the best educational methods for special subjects, and for the conscious application of psychological principles. The experienced teacher who wishes to become an "artist" can find here special training in the technique of teaching.

The teacher of the rural school, who has been in doubt about his methods, who has thought of many ways of enriching his work, but feared to use them without advice, the progressive, resourceful teacher—all find here just the stimulus

needed to make their work a success, and give it the finish of skill.

The universities are now beginning to organize practice schools in connection with their departments of education. One or more of the progressive western universities announce the purpose of establishing a teachers' college, which is to have a well organized training school. In the State Normal School nine expert teachers trained in special departments as well as in the general lines of professional teaching, give all, or nearly all their time to the Training School. It will be readily seen, therefore, that this institution offers in its Training School advantages not to be had in any university having only a small practice school with two or three teachers.

Our students live in the inspiring atmosphere of a great teachers' school. It is an institution having a separate foundation and not a mere adjunct, or department of a university. Like the great normal schools of Germany and France, it is dedicated to the one single work of training teachers. It seeks only students who propose making teaching a profession. It seeks teachers who believe in the value of professional training for teachers. To those whose purpose it is to instruct children, and who are interested in pedagogical questions, it offers an inspiring, invigorating atmosphere. While it is true that to those whose hearts are set on other things, there are other and perhaps more congenial educational centers, yet even listless, wooden, indifferent students find it hard to resist the influence of the Normal.

Kindergarten.

Miss Wilkins.

The specialization in *Kindergarten* assumes two phases; first, the study of the theory and principles underlying the Kindergarten itself, and their growth and development in parti-

cular lines; and, second, the practical handling of classes of children, in accordance with the theoretical discussions.

I. Kindergarten Theory.—The first, i. e., Kindergarten Theory, represents two units of work, done preferably in the Junior and Senior years, but pre-supposing, at least, the completion of the course in Elementary Psychology. Full elective credit is given for each unit of Kindergarten Theory completed. (See Kindergarten Course.)

The study of Kindergarten Theory is based upon the Froebelian system and principles, though much care is taken to investigate their modern adaptation and interpretation.

A. Junior Kindergarten Theory.—This course consists of the following lines of work:

- (a) A study of Froebel's Mother Play Book, to familiarize the student with its content and origin.
- (b) A study of the Gifts, one to six inclusive, with much original application and combination.
- (c) A study of the Occupations of sewing, drawing, free-hand cutting, folding and cutting for re-arrangement, both with the so-called Kindergarten material, and as related to "Primary Manual Training."
- (d) The study and re-telling of stories suitable for children of Kindergarten age; training in selection of such stories; and the writing of two original stories along given lines.
- (e) Discussion of daily practical work, as related to past and future development of the children.

B. Senior Kindergarten Theory.—This course consists of the following:

- (a) Discussion of principles embodied in special Mother

Play Songs, with wide ethical application. Students are required to write an abstract of each song studied, with illustrations.

- (b) A study of Occupations of peas-work, modelling, sand-table work, and construction from miscellaneous material.
- (c) The making out, by each student, of an original, suggestive program of work for each day, with special emphasis on the unity and correlation of the subjects, and on the probable effects on the children. This program is handed in once a week for criticism.
- (d) Continuation of discussion of practical work, including such topics as room-decoration, discipline, pets and their care, co-operation of the children, etc.
- (e) A study of remaining Gifts.
- (f) Reading and discussion of the following books and other parallel writings:
 - "Education of Man," Froebel.
 - "Froebel's Educational Ideas," Hughes.
 - "Symbolic Education," Blow.
 - "Emile," Rousseau.
 - "A Study of Child Nature," Harrison.
 - "Children's Rights," Wiggins.

This includes also discussions as to the relation of the Kindergarten to education as a whole.

II. Kindergarten Teaching.—The required Kindergarten teaching covers four terms of work, one of these, however, being spent in the Primary Department. In this way, the student sees more clearly the relation of the Primary work and Kindergarten. These children in the Kindergarten range

in age from four to six years, and are classified according to ability, as in grade work. The student is required to handle each of the three Kindergarten grades, that she may comprehend more fully the progression in the work, and in the ability of the children.

Plans are written as in other Training School teaching.

For three terms of this teaching the student receives full credit for "Teaching" in regular course. The remaining term's credit is substituted for Special Methods, as stated on page 57.

English Language and Literature.

Miss Osborne.

The order of English Courses here presented should be carefully studied. As this order is logical, and will be strictly adhered to, students should plan their English subjects accordingly. The head of the department must approve of any course chosen. The prescribed Parallel Reading is an essential part of each course. Class-room tests will be made and carefully written reports shall be handed in at the appointed times. Every student in the English Department should carefully read all that is said in explanation of each course, and should thereby be taught how to correlate the various subjects. We set forth the nature, aim and relation of each study in its right sequence.

1. **Grammar and Composition.**—Sub-Normal. One or two terms.

The successful study of Grammar results in—if not an actual general correctness of speech on the part of the pupil—at any rate a certain *attitude of mind* toward the subject which will insure such correctness in the future. We might call it a Grammatical conscience—a sense for the correct use of En-

glish. The study must be practical as well as theoretical to be of real value. It must reform the speech of those who are habitually guilty of vulgar errors; or, at least, it must create the disposition for such a reformation, and start the pupil out in the right way upon his course of improvement. The spirit, the desire and disposition are almost everything here. The determination to attain correctness is so important that this mental act should constitute the pupil's initiation into the course. From first to last, therefore, attention is given to the pupil's language, both spoken and written, and he is required, before leaving the subject, to give evidence of having formed the habit of correctly punctuating, capitalizing and constructing sentences. Composition is studied and practiced along with Grammar.

Ability to parse, to analyze, to define grammatical terms, to quote rules—the merely theoretical part of Grammar—goes but a little way in our estimate of the student's standing. His English must be good. And it must be so, not only when he is put to a special test, but as a matter of *habit*, formed before he quits the course. Brief daily and weekly themes will be required of each pupil throughout the course.

Required Reading.—(1) Longfellow's *Evangeline*, and a half-dozen shorter poems. (2) Whittier's *Snowbound*, and a half-dozen shorter poems. (3) Hawthorne's *Twice Told Tales* (six). (4) Irving's *Sketch Book* (six selections), (5) Cooper, one novel. (6) Goldsmith's *Deserted Village* and *Vicar of Wakefield*. (7) Addison's *De Coverley Papers*. (8) Dickens' *Christmas Carol*. (9) Scott, one novel. (10) Stevenson, one book. Except in case of Nos. 5 and 9, to which a month each is allowed, two authors must be read each month and reported on in writing. Subjects for daily and weekly themes will also be derived from these books.

2. Reading.—Sub-Normal. One term.

The primary aim in this course is to improve the student's powers of getting thought from the printed page. To this end selections are chosen so as to be neither far above nor far beneath his thought level. Either mistake would defeat the purpose of the course. It is believed that desirable material can best be found in classic English and American Literature, and by this course a taste for good reading can be developed. However, the aim is not to make this a critical study of literature. The title of the course precludes this.

3. Rhetoric.—Freshman. Two terms.

Practice in the art of Composition will follow every step in the study of the principles of Rhetoric. "We learn to write by writing" is our motto. But writing must be intelligently undertaken. One must know by what means it is made effective. Rhetoric teaches this. It is the science of effective expression. Such matters as the following are studied: The Qualities of correct Diction; the Elements of Style; the Forms of Discourse; Sentence and Paragraph Construction, and Prosody. Exercises in each of the several Forms of Discourse—Narration, Description, Exposition and Argumentation—are required until the principles of each are mastered. Thus we have practice in the writing of stories, descriptive sketches, essays, orations and debates.

The study of Rhetoric should have for results, (1) an increased ability in the use of language, making for clearness, force, and beauty of expression, and (2) an enlarged capacity for the appreciation of literature, making for increased delight in reading. The development of literary ability and of literary judgment and taste may be said to be the end of the study of Rhetoric.

Illustrative Reading.—(1) Three stories from each of

the following writers: Irving, Hawthorne and Poe. (Stories read in previous courses are excluded.) (2) Burroughs, or Thoreau, one book. (3) Six essays from Emerson; Macaulay's *Essays on Johnson*. (4) Ruskin's *Sesame and Lilies*. (5) Burke's *Speech on Conciliation* and Webster's *Reply to Hayne*. (6) One novel from any of the following authors: Dickens, Thackeray, Bulwer Lytton, George Eliot, Howells, Charles Reade.

The reading is to be done at the rate of one number a month and must be reported upon in writing. The report must include a clear and full but concise account of the book, both as to its subject matter and its style.

4. **Mythology.**—Freshman. One term.

The addition of this subject to our English Course will be approved of by all teachers of literature. Taken with Rhetoric, it completes the student's preparation for an appreciative study of literature. All intelligent people regard an acquaintance with the beautiful and significant myths of Greece and of our Teutonic forefathers as an essential part of culture.

5. **The History of English Literature.**—Sophomore. Two terms.

As a condition of entering this course the student must have approved grades in Rhetoric and Mythology. In the study of the history of the English literature, we study the literature itself, and for this the preparation afforded by these branches is necessary. The aim of the course is a thorough comprehension of the development of English literature. To this end a careful study is made of the successive periods with attention to their (1) Designation. (2) Limits. (3) Characteristics, political, social, industrial, religious and literary. (4) Chief Writers, their biography, their relation to their times and to one another, and their rank and influence. (5) Chief

Productions.—1. Criticism, meaning an estimate of the various qualities of thought and style. 2. Reading of Selections—the center of the study.

6. **The History of American Literature**,—Sophomore. One term.

This is an advanced study as compared with the sub-Normal study of American classics. It carries the student further in the way of understanding the various forces and elements that characterize the literature of our own land.

Parallel Reading.—

First Half. (1) Chaucer's *Prologue*; six of Bacon's *Essays*. (2) One of Shakespeare's English *Historical Plays*. (3) Scott's *Ivanhoe*. (4) Milton's *Comus*.

Second Half. (1) Pope's *Iliad*; six *Spectator Papers*. (2) Goldsmith's *Traveller*; Johnson's *Rasselas*. (3) Wordsworth's *Intimations of Immortality*, and *Michael*; Macaulay's *Essay on Addison*. (4) George Eliot's *Silas Marner*.

Written reports must be regularly made. The student's *composition* in these reports will be taken into account.

Note.—The Freshman and Sophomore courses are required for the C Certificate.

7. **History of the English Language**.—Junior. One term.

This study is both grammatical and philological. The changes in the English Grammar from the oldest form of our language to the present time are traced and explained. Our highly composite vocabulary is historically studied and analyzed into its various elements. Alterations in the forms and meanings of words are noted in connection with their etymology. Illustrative selections from Chaucer, Spenser, the King James Version of the Bible, Shakespeare, Burns, and various dialect writers of the present day are read.

7a. The Pedagogy of English.—Junior. One term.

In this course the entire subject of the Teaching of English is taken up. The order of subjects, the methods of teaching and the matters to be taught are considered in relation to the aim of the study and the development of the pupils. In this way Grammar, Rhetoric, Literature and Reading are taken up and reviewed. Proficiency in these subjects is the requirement for admission to the course.

8. Principles of Criticism.—Junior. One term.

Literary types and the principles of literary criticism and interpretation are studied. Comparison is made of the drama, novel, epic, romance, lyric and essay. Crawshaw's *Interpretation of Literature*, and Heydrick's *How to Study Literature*, are used as text-books, and representative productions are studied.

9. Masterpieces.—Senior. Three terms.

The work in this year will consist mainly of the application and use of the principles studied in the Junior year. Shakespeare, Milton, Tennyson and Browning are the chief authors studied.

Parallel Reading.—(1) *a.* A Greek tragedy in translation. *b.* A tragedy by Stephen Phillips. (2) Either the *Iliad*, the *Odyssey*, or the *Aeneid*. (3) Reference books, from which chapters are to be read: Gummere's *Poetics*, Corson's *Primer of Verse*, Crawshaw's *Interpretation of Literature*.

Special and Graduate Courses.

The following advanced courses are offered for those who are specializing in English. Classes will be formed on demand.

1. Old English, or Anglo-Saxon. Two terms.

This course is recommended to those who intend to specialize in English. It is a study of the Grammar and Literature of the earliest stage of our mother tongue,

2. **The English Novel.** Two terms.

The history of the Novel, its various types, and its chief representatives will be studied. Especial attention will be given to the great novelists of the 19th century: Scott, Bulwer Lytton, Thackeray, George Eliot, Dickens and Hawthorne. The Novel of today will also be discussed.

3. **Great Prose Masters of the 19th Century.** Two terms.

Carlyle, Ruskin, Newman, Huxley, Macaulay and Arnold will be studied.

Mathematics.

Mr. Scarborough.

1. **Arithmetic.**—One term, or two terms.

This subject is given in the Sub-Normal course, and students who have not had the subject in a good high school are expected to take the work. Special attention is given to the fundamental principles of the science and the application of the so-called fundamental processes to practical problems. The work is a new view rather than a review.

2. **Elementary Algebra.**—Sub-Normal. Two terms.

This course is designed for beginners in the subject.

3. **Elementary Algebra.**—Freshman. Two terms.

This course is a continuation of course 2, and includes all the work required in this subject for the two years' certificate.

4. **Plane Geometry.**—Two terms.

Students are expected to complete courses 2 and 3 before taking this course. Special attention will be given to the solution of original problems.

5. **Solid Geometry.**—One term.

This course may be taken during the last term of the Sophomore, or during the Junior year.

6. **Plane Trigonometry.**—One term.

Special attention will be given to the applications of the subject to problems in Physics, Mechanics and Surveying.

7. **Spherical Trigonometry.**—One term.

The application of this subject to problems in Astronomy will have special attention. The telescope will be used in measuring the declination and right ascension of heavenly bodies, and the data obtained will be used in the solution of practical problems.

8. **Practical Surveying.**—One term.

Students who have taken course 6 may take this course. Much field work with the compass, the level, and the transit will be done.

9. **Philosophy of Arithmetic.**—One term.

This course is given during the Junior year, and consists of a discussion of the fundamental principles of Arithmetic, as well as the methods of teaching the subject.

10. **College Algebra.**—Two terms.

This course is designed for Seniors, and will include a thorough investigation of the elementary topics, as well as a study of the advanced portions of the subject. The regular students in course II, who do not wish to elect Mathematics in the Senior year, will take this subject during the first and second terms of the Junior year; if however, students desire to elect Mathematics in the Senior year, they may take the junior Mathematics as outlined in the other courses, and the college Algebra during the Senior year.

11. **Analytic Geometry.**—Two terms.

Requisites for this course are Plane Trigonometry and College Algebra.

12. **Descriptive and Mathematical Astronomy.**—One term.

History.

Mr. Demand.

1. **United States History.**—McMaster's History is used as text. Special attention is paid to institutional development. Reference books are consulted with that aim in view.

2. **Ancient History.**—This course includes Roman Oriental, and Greek, and follows the text-book of Meyer. Note-book work is done along the line of Institutional Development, Enduring Remains, etc., from outside reading.

3. **Mediaeval and Modern History.**—Meyer's text is used. Note-book work is done on special events, such as Rise of Papal Power, Mohammedan Power, Crusades, Feudalism, Reformation, etc.

4. **English History.**—The work done is of a more intense nature than heretofore. Larned's text is followed but a great deal of work is done from outside research. Such subjects as the Jury System, Economics, Power of Parliament, etc., are developed from outside reading in source and reference books.

5. **Advanced American History.**—The theory of history is developed in following Mace's Methods. Then such events as Founding of the Colonies, Development of the

Union, Nationality, Civil War and Reconstruction, Territorial Expansion, Study in Economics, etc., etc., are taken up and developed from original sources and reference books.

Student writes a thesis or narrative history on each subject when finished.

6. **Advanced History.**—This offers, in addition to the above courses, advanced work in Greek, Roman and European History. The subject will be treated mostly from original sources along the line laid out for the Advanced American History class. Each student writes a thesis on each great event studied.

Note.—The time required for the above named courses is as follows: No. 1, one or two terms; No. 4, two terms; Nos. 2, 3, 5 and 6, three terms each. While in Nos. 5 and 6 three terms are offered in each, yet a student may take one or all three terms and receive credit.

Economics.

Dr. Shannon.

Scope of Work.—Civics, Political Economy, History.

Acceptances.—From Universities, Colleges, Normal Schools, and a few High Schools.

Special Examinations are discouraged, but will be permitted for urgent reasons, and in such cases will be rigid.

Some Class Work in this School, when possible, is advisable, even in cases of acceptance, and may lead to definite standing.

1. **Sub-Normal Civics.**—The basis of this work is such a textual study of the Constitution of the United

States and of the State of Missouri as is usually pursued in approved High Schools, together with illustrations of the practical application of their provisions, as witnessed in the operations of our civil and political organizations. Approved standing, or credits, in this work is an essential preliminary to entrance upon the higher Normal work following.

2. **Advanced Civics** includes the theory, or philosophy, of government (first half), and its application to all phases of government—domestic, religious and political, and, second, analytical study of the Constitution of the United States and constitutional governments thereunder (second half)—their origin, development and essential principles.

Political Economy embraces the fundamental principles of the science (first half), and their fuller elucidation in discussion of the great sociological and political agitations and problems of history—past and present (second half.)

Credits.—For each half of Advanced Civics and Political Economy, completed in class, one-third of a unit will be granted.

History.—The history included in the “scope of work” is given in the “Department of History,” but references and parallel readings will be frequently assigned. The most profitable and intelligent work in this department depends upon a measurably full knowledge of history.

Latin.

Miss Yeater.

Four years of Latin are required to complete the regular Latin course, known as Course II.

Four years of Latin and one year of Greek are required to complete the Teacher's Latin course.

In Course III., either two or three years of Latin may be taken. In Course V., one year of Latin may be taken.

1. **Freshman.**—Collar and Daniell's First Latin Book. The marking of long vowels, word analysis, comparison of the principles of English and Latin Grammar.

2. **Sophomore.**—Lowe and Ewing's Caesar's Gallic War, Bennett's Grammar. Caesar, Bk. I-IV. Abbott's Prose Composition. Sentence Structure and the Use of Modes are Emphasized.

3. **Junior.**—Jones's Prose Composition. A thorough review of all forms. Kelsey's Cicero. The Speeches Against Catiline; the Oration for Archias.

4. **Senior.**—Comstock's Vergil, Bk. I-VI. Mythology, Scansion, Etymology, Vergil as an Epic Poet.

Greek.

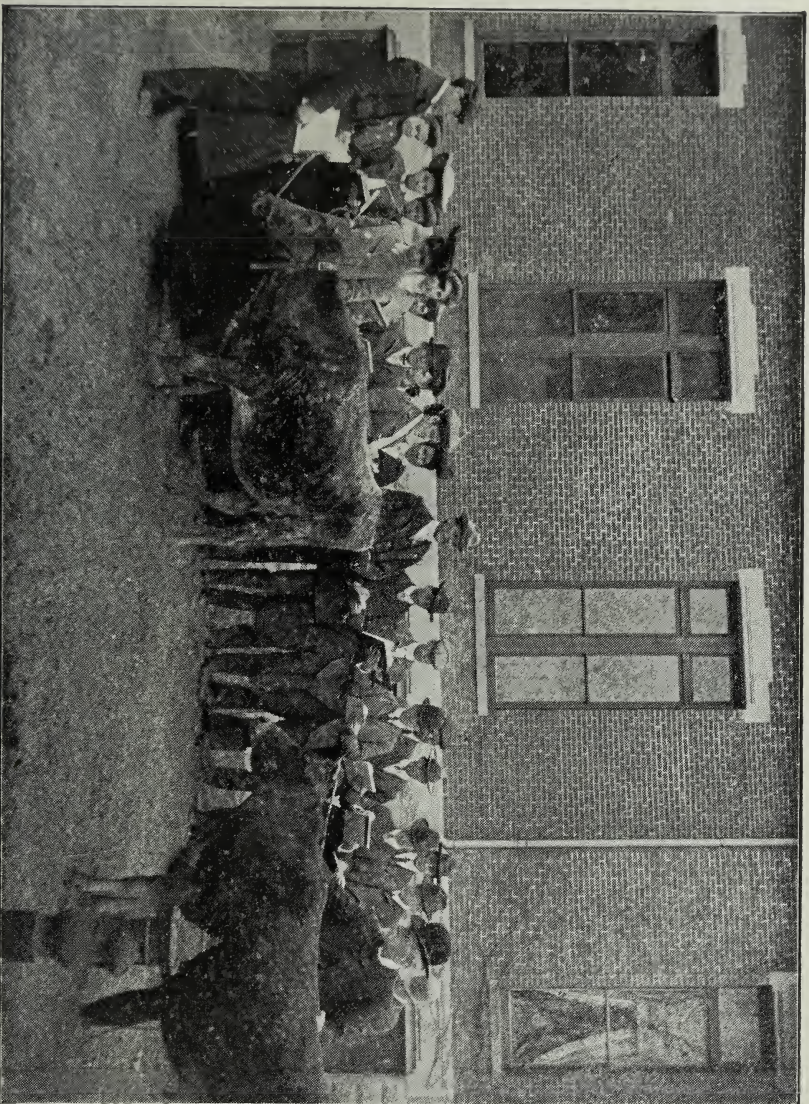
Miss Yeater.

1. *First Year.*—White's Beginner's Greek Book.

2. *Second Year.*—Jones' Prose Composition.
Xenophon's Anabasis, Bk. I-IV.

3. *Third Year.*—Homer's Iliad, Bk. I-VI.

Second and Third Year Greek will be given in alternate years. Homer will be given in 1905-6.



CLASS IN STOCK JUDGING.



CLASS IN FORESTRY.



PRIMARY DEPARTMENT OF TRAINING SCHOOL.

A Farm Constructed by 1st Grade Pupils; Indoors Winter Work.



Modern Languages.

Dr. von Fingerlin.

The aim of the instruction in this department is of a twofold nature. First, to enable the student to read the works of great masters in literature, philosophy, the sciences, etc., and, second, to ground him in the spoken language for a practical use of it. To this end the language to be learned will be largely employed in teaching from the very beginning until towards the end nothing but that language will be used in the class room. The method used is a judicious combination of the so-called natural and scientific methods.

German.—A three years' course is provided.

First Year.—Three terms. Elementary grammar with copious exercises. First Reader, easy conversation.

Second Year.—Three terms. Comprehensive reading, composition and more extended conversation will be given.

Third Year.—Three terms. Original composition, copious reading of ancient and modern classics, more involved conversation.

French.—A two-years' course is provided.

First Year.—Three terms. In this course a thorough acquaintance with elementary grammar is given and a first year's reader is used. Fraser & Squair's French Grammar. Halevy's L'Abbe Constantin.

Second Year.—Three terms. Syntax of Grammar and copious reading of ancient and modern classics, conversation and composition.

Throughout these courses methods of teaching modern languages are discussed and students will at times be required

to take the instructor's place. Instruction given both by lectures and text books.

Spanish.—The aim in this school is to give as practical a command of the beautiful language of Castile as compatible with scientific thoroughness. Spanish can be taken in lieu of French. A two years' course is offered.

First Year.—Three terms. Marion and Des Garennes *Introduction A La Lengua Castellana*; Ramsey's *Elementary Spanish Reader*, simple conversation.

Second Year.—Three terms. Spanish reading, writing and conversation. Moratin's *El Si de las Ninas*; Alarcon's *El Capitan Veneno*; Galdos's *Marianela*.

Biology.

Mr. Seawell.

1. In this course we make an intensive study of one or more types of each branch of both the animal and plant kingdoms, and demonstrate, with cursory examination, a number of representatives of each class of each branch of the animal kingdom. This course is open to any student, and may be entered at any time, though it is better to begin work the first day. Course 1 is given through the fall, winter and spring terms, and repeated in the summer term, by giving three times as much daily study to the subject.

2. This is the special course, and is open only to students who have finished all of course 1 or a satisfactory equivalent elsewhere. In this course we make a very critical study of one or more types of each branch of both animal and plant kingdoms, not repeating any of the types given in course 1.

More emphasis is placed, in this course, upon such spe-

cial topics as parasitism, parthenogenesis, symbiosis, metamorphosis, etc., besides much work in comparative anatomy, embryology, ecology, etc. This course is also a "one unit" course, extending through three regular terms, and repeated in the summer term.

In both courses we alternate and blend the study of animals and plants, since we find them so related in nature as to make it impractical to separate them in our study. In each course instruction is given by lectures, recitations, laboratory work, demonstrations, field studies and collateral readings.

The Laboratory is equipped with the essential apparatus in the way of microscopes, dissecting tools, reference books, cabinets of microscopic mounts, etc., which are so helpful in the work of the courses. The recent appropriation of over \$700 to this department has strengthened its equipment.

Throughout both courses work in Histology is offered, and while it is optional in course 1, it is required in course 2. It is not given as an independent course, but as supplementary to the regular courses.

Geography.

Mr. Hoover.

1. This course is given in the sub-Normal, and continues through one term. The class studies the most important physiographic regions of North America, of Western Europe, and of Eastern Asia. This is followed by a careful study of the centers of commerce, and the lines connecting centers. It is repeated each term, except the summer term.

2. This course continues through one term, and before it can be taken the student must have had course 1, or its equivalent. It consists of recitations, lectures, demonstrations and field work. Considerable collateral reading on assigned topics is required. The course is based on the belief that the philosophy of physiography is of far more importance than mere facts. The relation of cause to effect is the chief inquiry in all of the work. The practical bearing of all topics is kept in mind.

A careful study is made of the striking physiographic features in the vicinity of Warrensburg, such as Cave Hollow, the quarries, and the lakes, this study being such as to make possible a thorough apperception of the lectures, recitations and readings.

Some of the leading topics considered are physiographic forces, physiographic features, the distribution of temperature, the general circulation of the atmosphere, storms, latent and specific heat, the effect of large bodies of water on climate, the prevailing Westerlies as they relate to climate, and the distribution of plants and animals as affected by geographic conditions, and physiographic features as affecting mankind.

3. **Method in Geography.** This course is intended for those who have had courses 1 and 2, or their equivalent. The course covers both special and general methods, and will include the use of the barometer, weather maps, map drawing, sand maps, etc. A very careful study will be made of one or more great physiographic regions with its climate, products, cities and commerce. Field excursions will be a very prominent feature of the work. But little of the work will be abstract. On the other hand, everything will be illustrated as far as possible by concrete examples.

Agriculture.

Mr. Hoover.

The course in Agriculture continues through the first two terms in the year, and is repeated in the summer term with more hours of laboratory and field work.

The Department of Agriculture in the Warrensburg Normal is preparing teachers to do good work in nature study in the country schools, and in the grades of the city schools. It is also fitting them to teach Agriculture in the high schools of the State. The work is all practical. Over one hundred experiments of agricultural value are performed by the students upon soils. The Laboratory is equipped with sieves, tubes, drying ovens, blast furnace, soil auger and accurate scales, besides boxes for showing loss of water by different treatment of the soil surface.

While the department has no live stock of its own, there are plenty of good dairy and beef cows in and near the city. After the dairy cows have been scored by the students the milk is tested for its butter, fat and solids. Herds of beef breeds are visited and scored. Horses, hogs and chickens are likewise studied, so that the student becomes an expert in stock-judging.

Grasses and forage plants make up a part of the course. Grafting, budding and spraying are all studied in a practical way. One of the most important things connected with the department is the use students are taught to make of the publications issued by the Department of Agriculture at Washington, and the bulletins sent out by the experiment stations.

The department has about fifty cases of butterflies and moths. Many of these have been developed by the students from the eggs or larvae.

We also have a number of cases of other insects, including about sixty species of borers.

Our herbarium includes nearly one hundred species of native Missouri grasses. Nearly all these were collected and identified by the head of the department.

Chemistry and Human Physiology.

Mr. Walters.

Chemistry.—Two years of work are offered in Chemistry. This is embodied in two courses as follows:

1. *Elementary Chemistry.*—This course is planned for Juniors and Seniors and may be taken in regular school courses or elected. The field of General Chemistry is covered. The purpose is to give as comprehensive a knowledge of chemical laws and facts as is consistent with the logical and orderly development of the subject and the formation of correct laboratory habits. The time is about equally divided between the groups of metallic and non-metallic elements and compounds. The laboratory experiments are largely quantitative and are closely correlated with class room exercises, while the work on metallic elements and compounds has particular reference to industrial chemical processes and the application of the principles of Chemistry to the needs of man. Emphasis is also laid upon those phases of chemical study such as combustion, the composition of water and of the atmosphere, simple chemical changes, etc., which subjects yield suitable lessons for nature study work in the grades. Newth's *Inorganic Chemistry* and Newel's *Experimental Chemistry* are used as texts in this course.

2. *Advanced Chemistry.*—This course is open to all students having completed course 1. It should follow, or be concurrent with the course in Elementary Physics. It is intended

for students preparing to teach Chemistry in high schools, and only students having had this course, or its equivalent, are recommended to high schools as department teachers of Chemistry. In this course laboratory work predominates, two hours per day being required. Fresenius' *Qualitative Analysis*, Remsen's *Organic Chemistry*, and Walker's *Physical Chemistry* are used as texts. Watt's *Chemical Dictionary*, Richter's *Organic Chemistry*, and other standard works, found in the Normal Library, are used for frequent reference in this course.

Human Physiology.—This subject is presented in two classes—a review class, continuing for one term, and a beginner's class, continuing for two terms. The first is organized at the beginning of the fall and spring terms, and is for students already having a good general knowledge of the subject. The second is for those beginning the subject, new classes being organized at the beginning of the fall and winter terms.

The nature of the work is similar in the two classes. The student is expected to master the plan of the body and its method of operation and to understand how to apply this knowledge to hygienic living. Furthermore, he is to acquire a grasp of the subject that will enable him to teach it successfully in our public schools. Recognizing the fact that a superficial knowledge of the laws of life is inadequate as a basis for correct living, as well as for teaching, the *Science of Physiology* is kept in the forefront to the fullest extent that such an elementary course allows. The recitation is supplemented by numerous experiments and observations and the student is encouraged in the use of the standard works on Physiology, Anatomy and Hygiene with which our Library is well supplied. Walter's *Elements of Physiology*, a treatise developed through the presentation of

Physiology along original lines in this school, is used as a text.

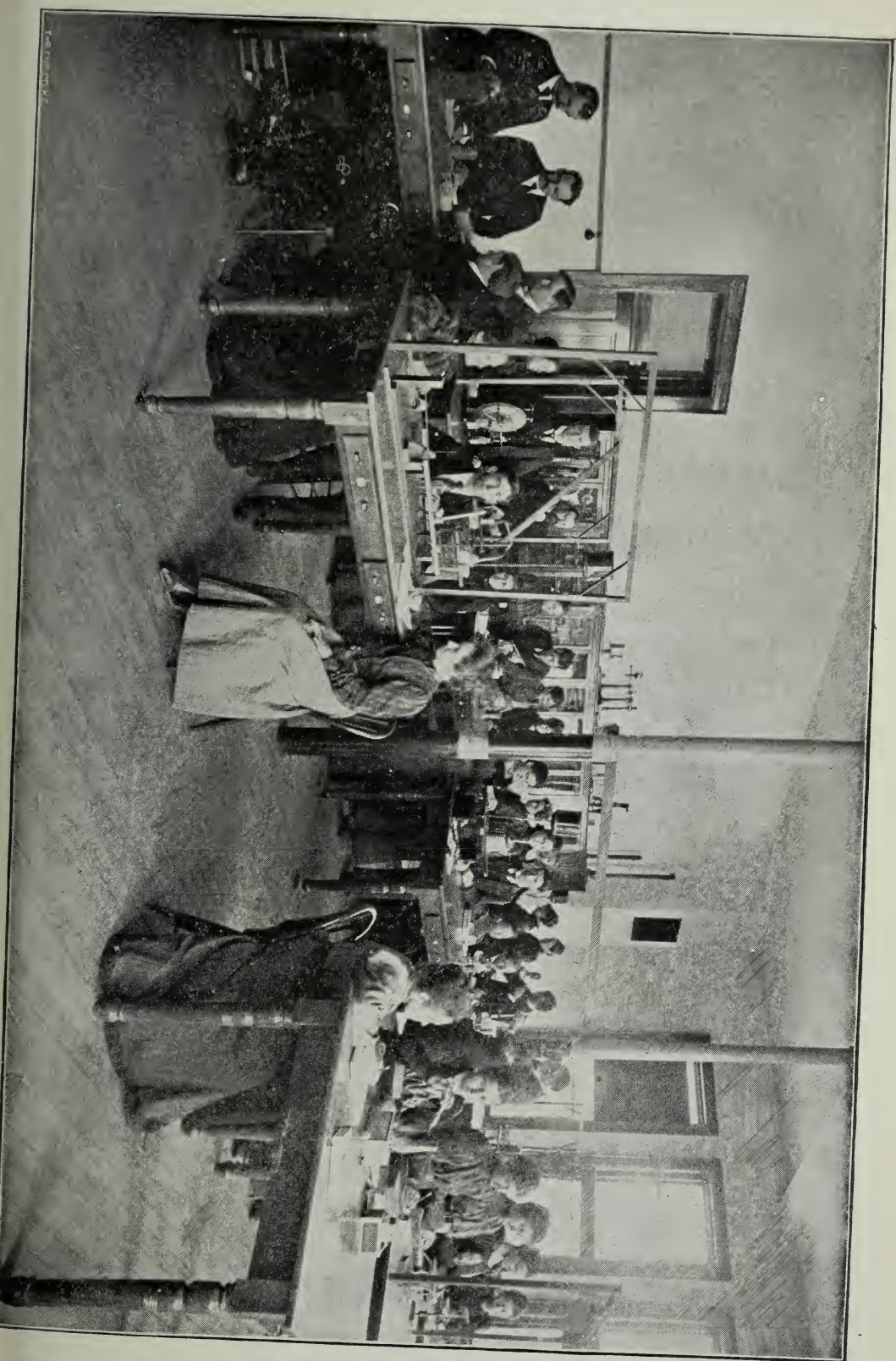
Physics.

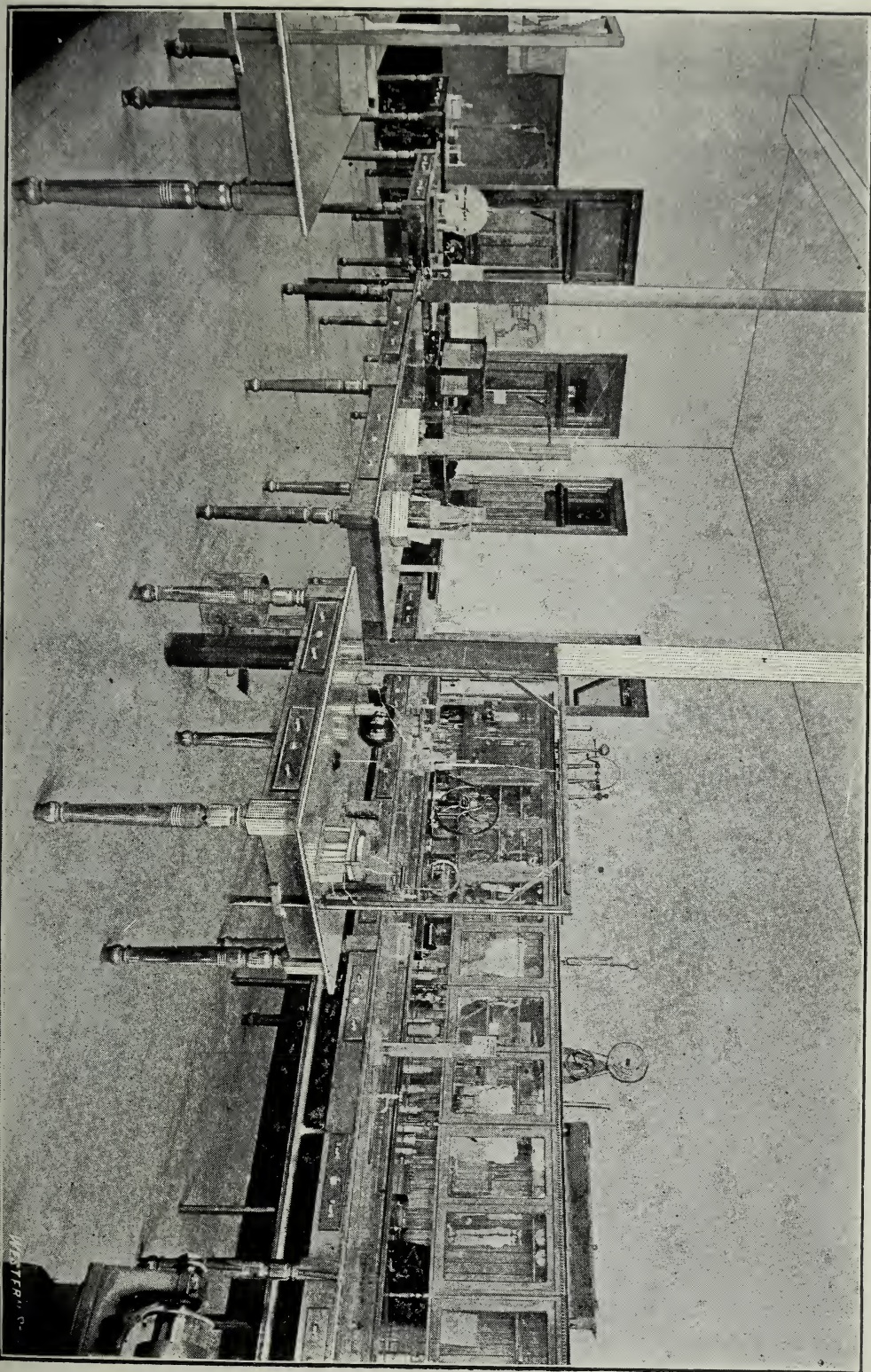
Dr. Rettger.

1. **Elementary Course.**—This course will cover the ground of general Elementary Physics, and is open to students who have completed a course in Algebra and Plane Geometry. A knowledge of Plane Trigonometry is helpful, but not made a prerequisite. The work is divided about equally between recitation, and laboratory. In the recitations the principles of Physics are richly demonstrated and re-enforced by abundant problems and exercises. The laboratory work is very largely quantitative in nature, and the students are encouraged to do independent work, and to think for themselves.

First Term. The work of the first term consists of a study of mechanics of solids and fluids. This work is considered as fundamental. Persons whose preparation in Physics is not complete will be assigned the work of this term.

One of the greatest difficulties the teachers of Physics have to meet is the apparent inability of the students to intelligently apply the principles of Mathematics (however elementary) to problems in Physics. The students seem to fail to comprehend the meaning of Mathematics when applied to concrete problems of physics. It is now recognized by leading physicists and mathematicians that the best way to teach some of the principles of Mathematics (such as variation, proportion, the graph, etc.), is to teach them in connection with concrete problems in Physics. The work during the first term gives excellent opportunities, and





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abundant material for this work. Considerable attention will therefore be given to a careful development of some of the principles of elementary Mathematics in connection with concrete problems in Physics during this term both in recitations and in the laboratory.

The first term's work will be repeated during the spring term, provided there is a sufficient number who desire it.

Second Term. Light, Heat and Sound. Open only to those who have completed the first term's work.

Third Term. Magnetism and Electricity. Open to students who have completed the first term's work.

2. **Advanced Course.**—This course consists of a year's work in Advanced or College Physics, and is designed for those who wish to prepare themselves to teach Physics in the high schools of this State.

It is open only to students who have completed course 1, or its equivalent. An elementary course in Plane Trigonometry must have been completed, or must be taken concurrently with the first term's work. It is strongly recommended that persons wishing to specialize in Physics also take the course in Analytic Geometry and Calculus.

Except in very exceptional cases, persons will not be recommended to high school positions in Physics who have not taken this advanced course.

Music.

Miss Minick.

The work in this department is divided into four courses of one term each.

The first and second courses are offered each term.

1. First Course.—Vocal culture, breathing, tone pro-

duction, speech in singing. Study of scales and intervals, ear-training, reading and writing of music. Songs of the season, unison and part songs, methods adapted to common schools.

2. **Second Course.**—Technical work in sight reading and writing of music. Study of the major, minor and chromatic scales analyzed and sung. Triads of the scales. Songs for the Kindergarten and school. Song interpretation. School music methods for graded schools.

3. **Third Course.**—Practice in sight-reading; analysis and writing. Inversion of triads, chords of the seventh composition of melodies. Songs from the best masters of the German, French, Italian and English schools.

A course in School Music Methods will be open for supervisors and special music teachers, who have taken courses 1 and 2, and at least one year of instrumental music.

Drawing.

Mr. Zoll.

1. **Elementary Drawing.**—Two terms. A course for teachers of the subject in the common schools. This includes elementary principles to be observed in type forms in nature study. Light and shade, form and color are the basis of all work. The work is done in mass. Mediums—charcoal and water-color.

2. **Advanced Drawing.**—Three terms. For those wishing to prepare for special work in drawing. In this course more advanced work is given along the same lines as the above course. Special work in composition and methods of teaching. Mediums—charcoal, water-colors, oil and pencil.

3. **Mechanical Drawing.**—One term. This course will include geometric problems, the nature and use of working drawings, the development and study of the principles of perspective, erection from ground plan, and the use of water colors in mechanical drawings. Plane Geometry is required for entrance to this course.

4. **Historic Art.**—One term. This course will include representations of the different styles of architecture and ornament found in the art of the different nations. Ancient and Mediaeval History and course 1 in Drawing are required for entrance to this course.

Manual Training.

Miss Clark.

1. **Primary Hand Work.**—Two terms.

This course is intended for persons expecting to teach in the lower grades and includes work with macrame cord, raffia, rattan, paper, cardboard and clay, besides construction work in connection with the History, Literature and Geography of these grades. In addition to this, special methods are given as to the teaching and presentation of the subject and students are urged to visit the various classes at work in the Training School to see what the children can really accomplish.

2. **Intermediate Hand Work.**—One term.

This course covers work that can be used with fifth, sixth and seventh grade children. It consists of the Whittling and Venetian bent iron.

3. **Beginning Bench Work.**—Two terms.

This course includes the regular Sloyd models during the first term. The second term is devoted to original de-

signs embodying different processes and joints. These models are decorated either in flat or chip carving and special attention is given to finishing and polishing.

4. **Advanced Bench Work.**—One term.

Course 3 is required before entering this course. It consists entirely of original designs embodying various required joints as the keyed mortise and tenon, tongue and groove, dove-tail, etc., relief carving and work in inlaying wood.

Students wishing to specialize in Manual Training are required to take all the above courses and in addition Elementary Drawing, Mechanical Drawing, one year's work in Physics and one term's teaching Manual Training in the Training School.

Expression.

Mr. Abbott.

Within recent years the scientific study of Expression as an aid in the development of the perfect man has come to be regarded as an essential study in all progressive institutions of learning. He who knows how to express himself correctly and elegantly, and has been trained in the art of public address, can exert a powerful influence for good in any community. The teacher, more or less a public person, always, should be prepared for leadership. He should also be able to instruct others in elocutionary art.

In its widest sense, "Expression" is the manifestation of life, mind, and soul, in and through the body. It is desired through this department to enable pupils to put themselves and, in the best sense, their individuality, into their work. It is expected that the department shall work

through the excellent literary societies of the school to the accomplishment of great good.

Physical Education for Men.

Mr. Ferguson.

The new gymnasium will be open for classes, September, 1905. It contains a men's gymnasium, equipped with the best apparatus. The floor space is 75x100 with a 20-foot ceiling. The gallery contains a Robert's running track, 18 laps to the mile. The women's exercise room, 46x64, 12-foot ceiling, is on the second floor. It is well supplied with apparatus, including Swedish bom, stall bars, etc. The first floor has two separate divisions, one for men, the other for women. They contain bath rooms, lockers, bowling alleys and hand ball courts. Every student, unless properly excused, is required to take work in Physical Culture, the kind, amount and time are to be determined by the needs of the student, his daily program, and the capacity of the gymnasium.

An examination of each student will be made, measurements taken and his strength tested. Special work, as well as classified work, will be assigned each. An anthropometric chart will be given each student at the beginning and near the close of the work. This will show the student's weakness and how well this has been overcome.

Gymnastics.

The work besides individual assignments and special work will be given as follows:

Marching.—Commands and methods are taken from military tactics and changed wherever needed so as to adapt the work to the gymnasium.

Free Gymnastics and Body Building Exercises are taken from the Swedish and German systems indiscriminately. The work is progressive, leading from the easy to the most difficult movements. In this as in the marching, the prompt responding to commands is sought.

Light Apparatus, such as Indian clubs, dumb bells, wands, barbells, etc., will always furnish work for a part of the period. Frequent drills will be given.

Heavy Apparatus.—The so-called heavy apparatus consists of horizontal and parallel bars, rings, trapeze, horse, buck, etc. Squads will be made up according to the men's ability on the particular piece of apparatus.

Athletics.

Athletics include foot-ball, base-ball, basket-ball, tennis, track and field work. These are taught during the fall and spring terms on the campus. During the winter term basket-ball, hand-ball, bowling and indoor track work will be taught and played in the gymnasium.

Physical Education for Women.

Miss Fleming.

Students will be examined and the work assigned will be based upon the student's ability to stand that kind and amount of exercise. The following in a general way is an outline of the work:

Gymnastics.

Marching, order movements, etc., will be taken from the Swedish and German systems.

Free Gymnastics will be principally Swedish. Most of the work given will be adapted to the public school room.

Light Apparatus, Indian clubs, dumb bells, hoops, wands, barbell, etc., will be used.

Heavy Apparatus.—Some elementary work will be given on the horse, buck, bars, ladders, rings, etc.

Athletics.

Indoor and outdoor games will be encouraged. Lawn tennis and basket-ball will be played during the fall and spring terms. Basket-ball will be played indoors during the winter term. Other games will be taught and played indoor, such as hand ball, hand tennis, etc.

TRAINING SCHOOL COURSE OF STUDY.

Nine grades besides the Kindergarten are represented in the Training School, eight of which are elementary, the ninth representing the Sub-Normal or high school grade. The number of children admitted is limited to an average attendance of two hundred. Tuition is free except in the Kindergarten, the only requirement for entrance being an **honorable dismissal** from any school previously attended.

Each grade is divided into two classes, sometimes three, in order that each child may be placed where the conditions best suit his stage of development, and promotions or re-arrangement of classes are made at any time during the year whenever such changes seem beneficial.

Each senior student-teacher has charge of a class for one hour daily during the school year, under the supervision of the principals of the departments and the superintendent of the school. The student-teacher must teach in at least two departments during the year. Candidates for certificates teach one hour daily during one term. In addition, all student-teachers are required to be present at the weekly illustrative lessons taught by the principals. All students expecting to take out the Certificate must attend these illustrative lessons during the term just preceding their term of actual teaching.

The course of study has been prepared by the members of the Training School Faculty, and is here published mainly for the purpose of having it in convenient form to place in the hands of student-teachers. In some respects it is, of course, imperfect and incomplete, and must be sub-

ject to more or less constant change to meet the demands of progressive educational thought.

THE KINDERGARTEN.

There are really but two classes of children in the Kindergarten, but it is usually found practicable to organize a third intermediate class, consisting of children too advanced for the first, and not yet ready for the second year's work. The course for the intermediate class is taken from that of each of the other two classes, and adapted to these particular children.

As in the other departments of the Training School, the subjects are correlated as much as possible.

The following divisions of work are given with all the children at the same time:

I. **THE MORNING CIRCLE.**—This consists of a simple hymn; good morning songs; nature, trade or miscellaneous songs, according to the season or to special events which regulate the children's interests. The children are encouraged, at this time, to tell about any special experience or incident which has interested them since the previous day's "good-bye," etc.

II. **PHYSICAL EXERCISES.**—The children interest or recognize music representing flying or hopping birds, bees, wind-mills, high-stepping or galloping horses, frogs, etc. The pianist varies the order of the music from day to day, each day deciding the sequence so as to give different muscles play each two minutes or less.

III. **GAMES.**—This is commonly called the “Play Circle.” The games may be divided as follows:

1. Games of pure physical activity (ball, running, etc.).
2. Rhythmic games, (skipping, etc.).
3. Imitative games (little travelers).
4. Games of trade, or labor relations (blacksmith).
5. Games of nature (bird’s nest).

IV. **CLOSING CIRCLE.**—This is usually a short general summary of special parts of the day’s work; suggestions of things to notice out-of-doors or at home for the next day’s work; showing of hand-work of children to each other; and the “good-bye” song.

V. **THE TALK.**—The Talk in the two classes runs so nearly parallel, that no grade distinction will be made here. The difference lies mostly in the degree of detail required.

This division of the work really forms the center of the program, the songs, games, stories, drawing and usually the gifts and occupations being correlated with the idea emphasized in the “Talk.” It follows two lines, namely, **Nature Study** and **Social Relations**. While the division is never made sharply, since each phase must necessarily overlap the other in some points, yet they will be separately outlined here, for convenience in reference.

(A) **Nature Study.**

1. Autumn.—(The order of subjects studied will depend largely on circumstances.)

(a) Leaves.—How different from leaves in summer?

Excursions, collection and comparison of different kinds of leaves.

Their use, in summer; in winter.

- (b) The Wind.—Its work, in autumn (from observation as much as possible.)
Older children learn directions, north, south, east and west, in room and on playground.
- (c) Birds.—General description; habits in general—
noticing particularly migration. Notice which remain for the winter. What will they live on?
- (d) Seeds.—Excursions, collection. Notice seed boxes, Nature's care, manner of dissemination. Recall seeds stored for man's use in winter; for animal's use, by man; by animals for themselves.
- (e) Trees.—Parts and use of each part to tree.
Value to man.
- 2. Winter.—Compare.
 - (a) Appearance of Nature in winter, with that in summer and autumn.
 - (b) Activities of man and other animals in winter, with those in summer and autumn.
 - (c) Natural Lights.
 - 1. Sun.—Appearance? Effect? Where rise and set? Day and night, activities during each?
 - 2. Moon.—Variation in appearance? When seen?
 - 3. Stars.—Where seen? Number, size, etc.?
 - (d) Snow and Ice.—Formed from what?
Experiment by bringing near heater.
- 3. Spring.
 - (a) Birds.—Notice return. Continue work suggested in autumn. Watch nest-building, hatching and feeding of young, teaching young to fly, etc. Notice call and song.

Note.—The older children should learn to recognize robin, blue-

bird, cardinal, oriole, wren, sparrow, blue-jay, crow, black-bird and wood-pecker by sight. The birds are all seen continually on our campus. Encourage recognition by call or song.

(b) Weather.

1. Length of day compared to winter.
2. Sun, and how it helps spring.
3. Rain, and how it helps spring.
4. Wind, and how it helps spring.

(c) Flowers.—Children plant seeds and care for them; gather common wild flowers (dandelion, clover, violets, etc.,) as they appear, learning names.

(d) Vegetables.—Talk about kitchen gardens being prepared at home, children telling what is being done from day to day, and what changes occur.

(e) Trees.—Notice buds and their development.

Notice some special fruit-tree (cherry or early apple), to see development of fruit from day to day. Notice development of leaves on some special shade tree, and corresponding density of shade.

(f) Insects.—Watch development of the caterpillar through year. Then observe butterfly—body, legs, wings, antennae, mouth. Develop an appreciation for delicacy of coloring and construction, and adaptation to conditions. Study only the living creature, and that without handling.

(g) Frog.—Keep in glass dish some eggs if possible, watching the development through the tadpole stage into frog. Compare habits and appearance of tadpole with those of frog, as gained through observation.

(h) Fish.—Home, covering, means of locomotion,

eyes, mouth, food, manner of eating, adaptation to surroundings. These points to be developed entirely through observation of fish in water.

(B) **Social Relations.**

1. The Family.—Members, and duties of each.
2. The Farmer.—What supply?
 - (a) His work on farm,—plowing, harrowing, planting, etc., merely noted. The grains, fruits and vegetables noted.
 - (b) The barnyard,—what animals live there? What care necessary? Characteristics of each? What thank them for?
3. The Woodman.—What do? Where? How? Why? How help us?
4. The Carpenter.—What do? Material? Tools? Lead to appreciation of his difficulties and his skill. Parts of house; rooms, and use of each. Other homes besides ours. Excursions and experiments with tools, practical if possible. Visit Manual Training Department.
5. Shoemaker.—In same manner—Excursion.
6. Baker.—Same. Children mix and bake biscuits and serve luncheon to special friends.
7. Miner.—Same. There are many “coal holes” in the immediate neighborhood, so children are familiar with process.
8. Blacksmith.—Same. Excursion.

VI. **STORIES.**

1. **First Year.**—Short stories about children, from

Mother Play Pictures; a few fairy tales and folk-stories; many simple rhymes and finger-plays.

2. **Second Year.**—Nature Stories; fairy-tales, (usually adapted); some Bible stories; rhymed cumulative stories; stories of heroes. Much dramatization and illustration.

VII. GIFT.

1. **First Year.**—(a) First gift, learning to distinguish and name colors; great variety of devices and material.
- (b) Second gift, in similar manner; children also use this gift for individual and group building, and for twirling games. They also invent many new games.
- (c) Beads, a combination of the second gift form and first gift color. Used for stringing, building, and original games.
- (d) Peg boards, for color drill, soldiers, gardens, etc.
- (e) Third and Fourth Gifts, separately, for building exercises. Much free play, also dictated form and sequences.
- (f) Sticks.—(1-5 in.) experimental laying of pictures, incidental recognition of lengths. Toward end of year, a little problem work is introduced.
- (g) Squares and circles, experimental picture laying.

During the year, these children also learn, incidentally, the terms, vertical, horizontal, slanting, square, circle; they

employ terms: longer or shorter, larger or smaller, higher or lower, etc. Sense-training exercises of all sorts are used throughout the course. All work is done in a play-spirit, and directed as much as possible by the children themselves.

2. **Second Year.**—(a) Combination of 3rd and 4th.
 - (b) Fifth Gift.
 - (c) Sixth Gift. These are all building gifts and follow general lines suggested in first year.
 - (d) Stick and ring laying (picture, design, and problem).
 - (e) Triangular tablets, (picture, design and problem).

The First, Second and Third Gifts are used whenever desired.

- (1) To enlarge ideas previously developed with them
- (2) To discover new phases and relations, and
- (3) To combine with new material.

Much outside material is also used, to generalize the ideas gained.

VIII. OCCUPATIONS OR HAND-WORK.

1. **First Year.**—(a) Sewing, simple outline pictures; some line work. All with heavy worsted and large needle, and with long stitches.
 - (b) Drawing.—Free drawing with crayon at blackboard; drawing with colored wax crayons on paper; mass work with water color paints, such as grass and sky of landscape, “dropping in,” etc.; a little painting of simple flowers, in the spring.
 - (c) Weaving.—A very little paper weaving, simplest counts, also linen mats with fingers.

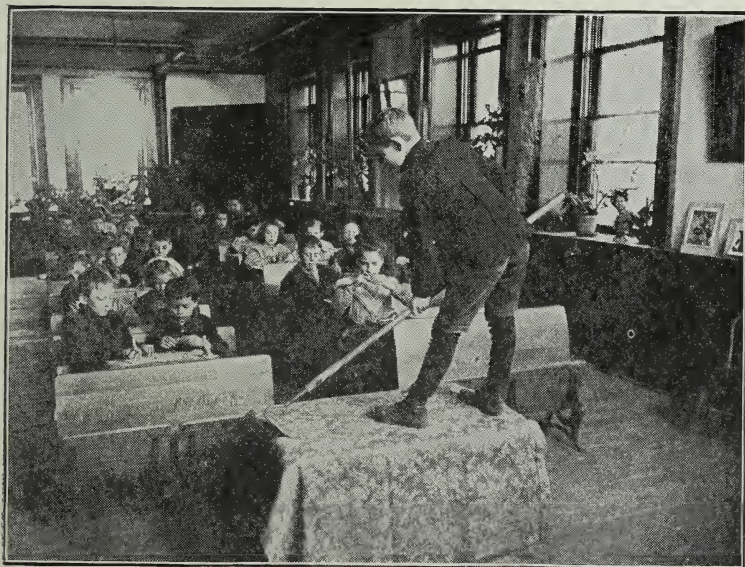
- (d) Folding.—Simplest life forms.
- (e) Cutting and Pasting.—Trimming of pictures advertising sections of magazines, to make scrap-books for sick children, etc.
A very little of the old "school of cutting," for re-arrangement.
- (f) Stringing.—Straws, parquetry, corn of different colors, cranberries, seeds, etc.
- (g) Clay.—Large mass work, from objects, (apple, bird's nest, etc.)
Free play.
- (h) Sand Table.—Free play, modelling and digging, marking with finger, etc. Also laying off of yards, planting orchards, etc.

2. Second Year.

- (a) Sewing.—Various combinations of lines in borders, etc.; many inventions; outline sewing on pictures.
- (b) Drawing.—Board and wax crayon drawing of simple illustrations of songs, stories, experiences. Painting, masses, (large fruits), landscapes, "dropping in," painting from simple poses of doll in color or black and white, and from simple sprays.
- (c) Weaving.—Progressive variation of number; frequent inventions.
- (d) Folding.—Life forms, such as seed boxes, doll furniture, etc. Also some symmetrical forms.
- (e) Cutting and Pasting.—Free hand cutting to illustrate other lines of work; cutting flowers from colored paper; trimming of pictures for



A CORNER OF THE KINDERGARTEN ROOM.



PRIMARY DEPARTMENT TRAINING SCHOOL.

Clay Modeling—Life Pose.

books; some "School of Cutting" for re-arrangement.

(f) Peas-work.—Outline of solids.

(g) Sand Table.—Much free play. Laying out of farm fencing with sticks (gathered by children); laying out roads, villages, etc. The suggestions for work usually come from the children and are carried out according to their ideas whenever practicable.

There is other occupation work with both divisions that cannot be classified under the above headings, such, for instance, as making wagons or houses from boxes, reproducing "Street Fair" or circus with sand table and miscellaneous material; making birthday presents for classmates (such as reins, paper dolls, books, kites); making Christmas presents for parents or decorations for Christmas tree; making small dolls for the doll-house, from ravellings of linen, and dressing them; blowing soap bubbles. These arise usually from special circumstances, and are invented to suit the occasion. There is also a sand pile on the campus, which allows of much more varied exercises and plays than the sand table.

The classes also take "turn about" in dusting doll houses, dusting erasers, arranging flower vases, dusting and straightening shelves of supply closet, etc.

HISTORY IN TRAINING SCHOOL.

During the first three years, the history is of a most informal character, brought into connection only with special days. The main portion of the time is devoted to oral story work of a classical nature. The stories are carefully selected to meet the interests of the child and through

these it is hoped to arouse a more active interest in his surroundings, to increase his power to cope with situations, to help him form ideals.

The teacher generally presents the stories by narrating them, in rare cases only by reading, encouraging the children to help in the presentation whenever it is possible. Short selections only are reproduced at first by the children, the length being gradually increased to cover the entire selection. The English is corrected incidentally without interfering with the thought. Motor activity is provided for in the dramatization of the stories, in related clay modelling, original drawings, paper cutting, sewing, weaving, raffia work.

The work in history, beginning with the fourth grade, is closely correlated with geography and literature, especially in the lower grades. The objects are (1) to give the child an opportunity to live into this material for the sake of his own mental and moral growth; (2) to awaken interest in the beginnings of social life and lead to an understanding of our own times; (3) to trace the development of our country in its social, political and industrial relations.

In the fourth and fifth grades the story is narrated, the children assisting whenever possible. Conditions are presented and children reason out the line of action leading to most advantageous results. In the upper grades the same method is followed when it is best adapted to the work, but books are used much more extensively. In the eighth grade the children are expected to do much reference reading.

The globe, maps, (wall, sand and outlines sketched on black board,) and other kinds of illustrative material are constantly employed.

First Grade.

1. Stories Related to Nature.—

(a) Fairy Stories.

McMurry: Classic Stories.

Anderson: Fairy Stories.

Other references in McMurry's Special Method in Literature.

(b) Myths.—Cook: Nature Myths.

(c) Fables, connected with animals that are studied as, fox, crow and cheese, wolf and lamb, baby and wolf.

See Aesop's Fables.

2. Special Work in Connection with Holidays.—

Thanksgiving Day, Christmas, Lincoln's Birthday, Washington's Birthday, poet's birthdays, Fourth of July, etc.

References:

Moore: Pilgrims and Puritans.

Scudder: George Washington.

Baldwin: Four Great Americans.

Wiggin: The Story Hour.

Wiltse: Kindergarten Stories and Morning Talks.

Why the Chimes Rang.

3. Memory Gems.—

A suggested but very incomplete list is given below.

Selections from Mother Goose and Nursery Rhymes.

Heart of Oak, Book 1.

My Shadow, Stevenson.

My Swing, Stevenson.

Rain, Stevenson.

Time to Rise, Stevenson.

Sleep, Baby, Sleep, Whittier. Child Life.

The Owl and the Pussy Cat, Whittier.

A Dewdrop, Frank Dempster Sherman.

Daisies, Frank Dempster Sherman.

Pippa Passes, Browning.

References:

Songs of Tree-Top and Meadow.

Eliot: Poetry for Children.

Stevenson: Child's Garden of Verses.

Hazard: Three Years with the Poets.

Second Grade.

1. Fairy Stories and Fables.—

Greek Myths.

Robinson Crusoe.

Hiawatha.

Stories of the Red Children.

Cooke's Nature Myths.

Stories Explaining the Holidays.

2. Poems Memorized Throughout the Year.—

A suggested list.

How the Leaves Come Down, Susan Coolidge

The Mountain and the Squirrel, Emerson.

Thanksgiving Day, Maria Lydia Child.

Dandelions, Helen Gray Cone.

The Lullaby, J. G. Holland.

The Cow, Robt. Louis Stevenson.

The Sun's Travel, Robt. Louis Stevenson.

The Wind, Robt. Louis Stevenson.

In the Meadow, Frank Dempster Sherman.

Seven Times One, Jean Ingelow.

To My Mother, Field.

The Blue Bird, Emily Huntington Miller.

The Children's Hour, Longfellow.

3. PRIMITIVE LIFE.

1. Interdependence.

1. Discussion of our mode of living.

Food.

Shelter.

Clothing.

When obtained? How? Number of workmen necessary to produce our necessities.

Call attention to our modern conveniences. This will make the contrast sharper between the life of today and the Primitive life.

II. Life of the Primitive People.—

1. Homes—Trees.

Caves; inside and outside; why so little?

2. Food. This brings out man's struggle for existence with his constant dangers, and his superiority over animals.

Kinds: How obtained? How people learned the best kinds. See "Story of Ab," by Stanley Waterloo. Read to the class the story of the trapping of the horse.

3. Clothing. Material? How obtained? How made? When used? Why so little was used. Let the children try to sew in this primitive way.

4. Weapons. Kinds? How they are discovered? Have the children make any they can. How the people learned to make better ones.

"The Hunt," "Story of Ab."

5. Discovery of fire.

(a) Use in hardening wood.

(b) Use in protecting from animals.

(c) Use in cooking. Read story in "Tree Dwellers," Katherine Dopp.

If possible broil meat before an open fire, roast apples, parch nuts, parch corn.

III. Study of the Country.—

Model in sand, hill, valley and river system. Locate a cave. Study causes of these different land forms. How they affected the life of the people. Why the people located near a stream, and why they would find it necessary to move.

IV. Shell People.—

1. Banding together for common protection.

2. Food.

(a) Evidences left—Kitchen Middens.

(b) Manner of obtaining it.

How this affected the people. (Size, appearance, habits.)

3. Change in home necessary. Why?

4. Organization with the cave people:

(a) For protection.

(b) For sustenance.

(c) What kind of men would be leaders. Why?

V. Discovery of the Bow and Arrow.—

Read the story of Ab.

Have class make the bow and arrow.

VI. Moving to the Fire Country.

Evolution of the house. See "Story of Ab." Also
"Habitations of Man in All Ages," Le Duc.

VII. Hunting Stage.—**1. Eskimo life.**

Build igloo and an Eskimo village. Make sleds, dogs, lamps, bear, seal, etc., of clay.

2. African life.

Build huts of reeds. Make ladders and hammocks. Weave mats.

3. American Indian life.

Build wigwams. Make canoes, vessels, bows and arrows, peace pipes.

Note.—Children should dress dolls in costume suitable to each village. Continue primitive methods of cooking, grinding corn between rocks, etc.

VIII. Stone Age.—

Make a stone spear; stone arrow, bringing in attempt to grind smooth.

IX. Discovery of Metals.—

Where find it? What metal would attract man first?
How use it? How mold it?

Experiment: Have lead, copper, iron; alcohol lamp, iron spoon. Try melting these. Let the class mold some of the lead in the sand.

Reasons why the lead was of little value at first; why were the copper and iron worth more to the people?

X. Agriculture Stage.—

1. Myths. Story of Kablu (see "Ten Boys of Long Ago").

Greek story, "How Fire Came to Man."
 Story of Abraham.

2. Spinning. Use raw wool and spindle.
3. Clay. Make dishes and ornament.
4. Making of tools for farming: hoe, rake, spade.
5. Change in the habits.
 - (a) Transportation: How? Why would roads become necessary? Different animals necessary to help man.
 - (b) Exchange; messengers, money, products.
 - (c) Man's interdependence.

XI. Domestication of Animals.—

Dog from wolf. See "Story of Ab."

Third Grade.

Selections from:

1. Story of Ulysses, Cook.
2. Greek Myths, Baldwin.
3. Tanglewood Tales, Wonder Book, Hawthorne.
4. Stories of Inventions and Inventors.
 (See Rice's Outlines in History and Literature.)
5. Suggested List of Memory Gems.
 The Wonderful World. Wynken, Blynken and Nod. Little Brown Hands. Suppose. November (Cary). The Falling Leaves, etc.

References:

Eliot: Poetry for Children.

Whittier: Child Life in Verse.

Stevenson: Child's Garden of Verses.

Songs of the Tree-Top and Meadow, arranged by Mc-Murry and Cook.

Hazard: Three years with the Poets.

6. Explanation of Our Holidays.

Fourth Grade.

Pioneer Life of the Mississippi Valley.—

Marquette, Joliet, La Salle, Hennepin, George Rogers Clark, Boone.

Early Life of Lincoln, De Soto.

Selections from "Stories from Missouri."

Selections from "Fifty Famous Stories Retold."

References:

Pioneer History Stories, McMurry.

Pioneers of the Mississippi Valley, McMurry.

Heroes of the Middle West, Catherwood.

Discovery of the Old Northwest, Baldwin.

Stories from Missouri.

La Salle and the Discovery of the Great West, Parkman.

Fifth Grade.

Discoveries and Explorations in the Eastern and Western Parts of North America.

Columbus, Magellan, Drake.

Cartier, Champlain, Hudson.

John Smith, Sir Walter Raleigh.

Balboa, Cortez.

Lewis and Clark's expedition.

Fremont's expedition across the mountains.

The Story of the Pilgrims, Miles Standish.

References:

Pioneers of the Rocky Mountains and the West, McMurry.

Pioneers on Land and Sea.

Pilgrims and Puritans, Moore.

A book of American Explorers, Higginson.

Source Book of American History, Hart.

First Book in American History, Eggleston

Wonderland, 1900.

How Our Grandfathers Lived, Hart.
 History Stories, Henrietta Wright.
 America's Story for America's Children II, Pratt.
 Discovery of America, 2 vol., Fiske.
 The Beginnings of New England, Fiske.

Sixth Grade.

The Period of Colonization.

1. Growth of the New England Colonies.
 - (a) Boston, Salem, Providence, Connecticut, Plymouth.
 - (b) Relation with the Indians, Wampanoags, Pequots and Narragansetts.
 - (c) New England Confederacy and Result.
 - (d) Life in the colonies, industrial, social, political.
 2. New York and the Iroquois, Stuyvesant.
 3. Settlement and Growth of Virginia before the Revolution. Life of George Washington.
 4. Pennsylvania, Penn, Franklin.
 5. Georgia, Biography of Oglethorpe.
- Note.—Comparisons are made between the colonies with reference to purpose for settlement, character of colonists, habits, progress, government.
6. French and Indian Wars. Very little attention is given to any but the last one.

References.

The Colonies, Thwaites.
 Beginnings of New England, Fiske.
 Old Virginia and Her Neighbors, Fiske.
 The Dutch and Quaker Colonies in America, Fiske.
 The Making of New England, Drake.
 The Making of the Ohio Valley States, Drake.
 Pilgrims and Puritans, Moore.
 Colonial Era, Fisher.
 Home Life in Colonial Days, Earle.

Customs and Fashions of Old New England, Earle.
Life of Washington, Scudder.
Colonial Days in Old New York, Earle.
Child Life in Colonial Days, Earle.

Seventh Grade.

The Period of Revolution and National Growth.

The Revolution. Formation of the Constitution. Organization of the Government. The rise of political parties. Foreign Relations. War of 1812. Political questions up to Mexican War. Mexican War. Territorial growth. Industrial development of the country up to Civil War. In the study of wars simply the causes, plans and results are considered.

Eighth Grade.

I. The Period of Division and Reunion.

History and growth of Slavery.

Rise and growth of sectional feeling between slave and free states. The Civil War. The reconstruction period. Recent events.

II. English History.

History of early Britons. The Roman invasion. The coming of the Saxons. The Norman conquest. Feudalism. Chivalry. The crusades. Magna Charta. The Tudor period. The discovery of America.

References:

War of Independence, Fiske.
A True History of the American Revolution, Fisher.
Building of the Republic, Hart.
National Expansion, Hart.
Building of the Nation, Coffin.

A History of the American People, Wilson.
History of the United States, Gordy.
History of the United States, Fiske.
History of the United States, Ridpath.
History of the United States, McMaster.
School History of the United States, Mace.
American History, Montgomery.
History of United States, Schouler.
Rise and Fall of the Confederacy, Jefferson Davis.
Division and Reunion, Wilson.
English History, Montgomery.
Short History of the English People, Greene.
Select Documents of United States History, Macdonald.
Sources of English History, Colby.

Texts in hands of children:

Gordy: United States History.
Montgomery: English History.

GEOGRAPHY IN TRAINING SCHOOL.

The work in Geography is based upon the "type" idea worked out by Dr. Charles McMurry. In the first two grades no special period is set apart for geography, but all necessary ideas as direction, points of the compass, location, seasons, prevailing winds, etc., are taught incidentally with nature and literature.

The course begins with home Geography and proceeds outward. The concepts formed through a study of the home region serve as the interpreting medium for all future Geography work, therefore they must be clear, distinct and as rich in content as possible. This necessitates much concrete material and demands excursions.

The type method deals only with important topics and increases an understanding of the relation between the earth and man. The geographical material is related

throughout, eliminating the mass of detail in the ordinary geography which fails to connect with the vital points. It allows of concentrated study upon each topic until the children are able to image conditions and trace causes and effects. Each topic is worked out so far as possible through a presentation of conditions from which children make inferences.

Texts should be in the hands of the children in the grades above the third, but the material in these cannot be used consecutively. In the fourth and fifth grades the books are used largely for reference purposes, or to summarize what has been taught in the recitation.

Constant use is made of the maps and illustrations. The geographical readers form an important source of information and are used both in the recitation and for preparatory purposes.

The study of the physical features of a new section is introduced through the sand map, prepared by the teacher, and later the knowledge of the children is tested by modeling the same section in clay from memory.

Valuable illustrative material is found in Dodd's Geographical Cabinet.

Special reference for teachers, McMurry: Special Method in Geography.

Third Grade.

The Geography for this grade is intended to be such as the children can discover for themselves in their own environment, and with the help of the teacher, appreciate in relation to the larger area of the world as a whole. As in the Nature Study, the force as active is the beginning

for investigation. The work as planned is intended to be suggestive of the direction the observation work of the children can take.

The observations reported upon by the children are to be reproduced, so far as possible, in some form or experiment in order to secure control of conditions and intelligent comprehension of them, as well as a means for review and for giving to the class as a whole what individual children have got for themselves.

Suggested outline for observation and discussion.

1. The work of water. (See also Nature Study Outline for this grade.)

Observe erosion after a rain.

Discuss why water runs down hill.

Set a shallow dish of water in the school room and note evaporation. Cause?

Discuss rainfall, its cause and effects. Difference between fog, rain, snow, hail?

Cause of springs?

How are rivers formed? Construct in sand box and name rapids, falls, flood-plains, delta, mouth and source.

Trace on the map the connections of the Missouri River, and draw.

Connect the effect of water in soil with Nature Study outline on soil.

Effect of water on plant life; notice marshes and highlands and account for difference in vegetation.

2. The Work of Wind.—

On water; waves and their work.

Currents of air; how do they originate?

Experiments with candles to see where air comes into a room and with thermometers to determine temperature at ceiling and floor. Show air currents by diagrams.

Effect of sun on wind; connect with effect of stove on air in room.

Effect of wind on soil; drying, driving. Find out from observation.

Effect on vegetation—scattering seeds.

3. Local surface features, as hill, valley, river, lakes, etc. Drainage and soils.

4. Occupations and productions of the vicinity. Transportation.

5. Local government.

6. The world as a whole from the study of the Seven Little Sisters. From this children should learn shape of the earth, size, continents, oceans, climate (hot, cold and temperate zones), some important surface features, characteristic plants and animals of the zones; color, condition and a few characteristics of the people who inhabit the earth. Throughout the work, constant comparisons are made between our own and other parts of the world, and the interdependence of men emphasized. The homes of the Seven Little Sisters are worked out by the children.

Fourth Grade.

1. Study of Missouri.—

Sand map for surface features. Soil and climate. Selection of most productive regions. Why? Natural resources. Plants and animals. Study of corn farm, apple orchard, coal and lead mines. Cities, Kansas City and St.

Louis. Account for size and importance. Transportation. Government.

2. **Lower Mississippi Valley.**—

- (a) Cotton fields.
- (b) Sugar plantations.
- (c) Rice fields.
- (d) Tobacco culture.
- (e) New Orleans as a trade center.
- (f) The jetties of New Orleans.
- (g) Cattle ranch.

3. **The Upper Mississippi Valley.**—

- (a) The wheat fields.
- (b) Lumber regions and lumbering.
- (c) Iron and copper region of Lake Superior.
- (d) Minneapolis and St. Paul as manufacturing and trade centers.
- (e) Chicago. Its relation to the Mississippi Valley; to other parts of the United States.
- (f) Hardwood forests of Ohio and Indiana.
- (g) Great waterway to the East.

4. **Mississippi Valley as a Whole.**—

Review surface features. Occupations. Productions. Comparison of Ohio and Missouri Valleys. Chief cities, account for location and comparative size. Comparison of northern part of valley with southern. Why the Mississippi Valley is so important.

References:

- McMurry's Special Methods in Geography
- Carpenter's North America.
- Tarr and McMurry's North America.
- Stories of Industry, Vol. I and II.
- Great American Industries, Book II.
- Patton, Natural Resources of the United States

Williams, Missouri.

Around the World, Book III.

Manual, with Dodd's Geographical Cabinet.

Green's Coal and Coal Mines.

Fifth Grade.

NOTE—The outlines for fifth and sixth grades in geography are prepared by Miss Daniel, Principal of the Intermediate Department, and give a somewhat fuller outline of the work carried on under the type plan.

I. Bird's Eye View of North America.—

United States East of Mississippi River, in more detail, for ideas of comparative extent, surface, climate (sand map, political map).

II. Trips and Type Studies. New England.—

1. Introd. Lesson: New England as a whole, for ideas of location, comparative extent, surface, climate and natural products, such as building stone, lumber, fish, maple sugar.

2. Reading lessons from Carpenter's North America on scenery and Mt. Washington; location on map of White Mts. and Mt. Washington; drawing of distinction between mountain range and mountain peak and reviewing of idea of mountain system.

3. Type study: "Maple Sugar," including picnic to Vermont woods and study of the processes of tapping trees and preparing sap. Experiment at home or in school of boiling similar liquids to note thickening and of adding egg to note clearing.

Hand work: Construction of spiles and paper pails; drawings.

Correlation: Nature Work, stems and sap movement.

4. Type study: "Quarrying," including excursion to Warrensburg stone quarries and noting of natural conditions and methods of quarrying and cutting stone. Indoor lessons for comparison of Warrensburg and N. E. quarries,

children studying specimens of marble and granite, for study of uses of the stone and for location of other noted quarries.

Correlation: Nature Work, Elementary Geology and Mineralogy, including study of granite, mica, quartz, feldspar, limestone, marble; experiment of testing for lime with acid.

5. Review, through comparison, type study, "Lumbering." (See outline for Fourth Grade.)

6. Type study: Shipbuilding, including visit to Portland and study of construction of vessels, emphasis being laid upon relation of this industry as here found to N. E. lumber wealth.

Correlation: Language, poem, "Building of the Ship." Picture study of "The Wave."

Note.—In coast studies, special effort is expended upon visualizing work with the inland children.

7. Type study. "Fishing for Cod and Herring," including visits to "the banks" and canning and packing houses.

Correlation: Language, picture study.

8. A visit to Boston; noting of advantages of situation and of important buildings and monuments, such as Bunker Hill monument, Old North Church, Pilgrim Hall, etc. Visit Harvard University.

Correlations: Language, "Paul Revere's Ride;" picture study, portrait and home of Longfellow. History, stories of the colonists.

9. Type study: "Manufacturing Center," Manchester as a type, leading up to generalization: "Characteristics of Manufacturing Center" (see Dodge's Reader of Physical Geography). Application lesson in locating three other manufacturing towns in N. E. This followed by study:

"Characteristics of Manufacturing Region," New England as a type. (Applied in future work, especially in study of England.)

III. Trips and Type Studies—Middle Atlantic Region

1. Introd. Lesson: The region as a whole, for ideas of location, comparative extent, surface, climate and natural products, such as fruit, garden stuff, coal, iron, oil, fish and oysters.

2. Trip down the Hudson; scenic; location and comparison of Adirondacks and Catskills.

Correlations: Language, "Rip Van Winkle," picture studies of landscapes of Corot. History, stories of the Dutch colonists.

3. Visit to Philadelphia, including a noting of advantages of situation; of important buildings and monuments, and of Fairmount Park. Application of the general truths regarding a manufacturing center to Philadelphia; visits to the carpet mills and shipyards, with comparison of ship-building in Portland and in Philadelphia and reasons for difference.

Hand Work: Flag making, after pattern of first American flag.

Correlations. Literature, picture study, portrait and home of Joseph Jefferson, being related to story of "Rip Van Winkle." Story of John Bartram and first botanical garden in America, being related, also, to Nature Work. History, stories of Penn, Franklin, Betsy Ross, The Liberty Bell, etc.

4. Type study: "Truck Farming," comparisons with Mississippi Valley farms.

Hand Work: Laying out of fields on molding board; making of packing baskets and crates of pasteboard or paper; school-garden work.

Correlations: Nature Work, germination of seeds (reviewed); conditions of growth of various farm products. Language, "Hiawatha's Fasting," picture studies of several of Millet's best known works. Art work, planting of fruits and vegetables.

5. Type study: "Petroleum," including a visit to the oil regions of Pennsylvania and New York, a study of processes of raising the oil, of making the various petroleum products; a noting of the methods and works of transportation, of location of other oil regions of United States, and of uses of petroleum and its manufactured products.

Hand work: Making of paper derricks to place on sand map.

Correlations: Nature Work, layers of earth's crust; porosity of rocks; evaporation. History, stories of customs in the colonies.

6.—Review through comparisons, type studies of coal and iron. Comparison of Pittsburg and Chicago.

Correlation: Nature Work, layers of earth's crust.

7. Type study: "Oystering," including a visit to an "oyster farm," in Chesapeake Shallows, a sail with a dredging party, and location of other oyster grounds.

Correlation: Nature Work, life history of the oyster.

8. Visit to the City of Washington; reading and development lessons concerning history of buildings of U. S. Government. (See Carpenter's "North America.")

9. Trip to the "Natural Bridge;" scenic.

10. Type study: "Commercial Center," New York as a type. Application lesson in locating Philadelphia and Baltimore. (See Dodge's Reader of Physical Geography.)

IV. Trips and Type Studies.—South Atlantic Region.

1. Introd. lesson: The region as a whole for ideas of

location, comparative extent, surface, climate and natural products such as coal, iron, cotton, sugar, rice, tobacco, sweet potatoes, peanuts, fruit, sponges and naval stores.

2. Boat trip south; children noting appearance of the ocean; temperature, odor and humidity of atmosphere; construction of vessels, etc.

Correlation: Nature Work, salt-water evaporation. Language, picture study.

3. Type study: "Pineries," including location of the Southern forests; a visit to a "Turpentine Farm," where are noted the processes of scarring trees, collecting sap, distilling for turpentine and manufacturing allied products; a visit to a saw mill, comparing the lumber with that yielded in N. E. and Northern Mississippi Valley; a study of the various products, and the location of Savannah as a great export town. Comparison with "Maple Sugar" study. Location of Blue Ridge Mountains.

Correlations: Nature study, study of evergreens, review study of stems and sap flow. Art work, study of contour of trees.

4. Type studies, "Rice" and "Cotton" briefly, emphasizing production and quality of Sea Island cotton.

5. Trip through Florida, noting climate, scenery, animals and vegetation, largely reading.

6. Type study, "Southern Fruit," including visits to Florida orange grove and a pineapple field, location of St. John's River and Jacksonville and location of other orange and pineapple regions.

Correlations: History, story of St. Augustine; story of Ponce de Leon.

7. Application lesson in locating Charleston and Sa-

vannah as commercial centers, comparing these cities with New York, Boston, Philadelphia and Baltimore.

8. Trip to Key West and a sponge fishing expedition, noting methods of "fishing," drying, cleaning and packing the sponges.

V. **Trips and Type Studies.**—West of Mississippi Valley.

1. Introd. lessons: Region as a whole for ideas of location, comparative extent, surface, climate and natural products, such as cattle, grain, lumber, gold, silver, borax, fruit, nuts, etc.

Correlation: History stories of Fremont and Lewis and Clark.

2. Trip from Key West to Galveston, to Warrensburg, noting route, vessel, train, sleeping and dining cars, location of Galveston, story of the flood and the later construction of sea-wall, appearance of the city, appearance and products of country traversed. Compare Galveston as a commercial center with other centers visited, applying the general truths regarding any such center.

Correlation: History, story of Santa Fe; stories of The Pueblos.

3. Trip from Warrensburg to Colorado Springs and Pike's Peak, noting scenic and industrial characteristics of prairie and foothill regions. Visit to beef packing house in Kansas City. Brief review of study of petroleum.

4. Type study: "A Cattle Ranch," including study of soil and product of grazing land, of tending the cattle, of shipping cattle, of the home-life of the ranch owner, of the main and incidental products of the industry.

5. Type study: "A Mountain Peak," Pike's Peak as a type, including study of the causes of growth of Man-

itou, appearance of Manitou, modes of ascending the Peak, story of the first ascent, belts of vegetation, timberline, barren, granite top, changes in temperature, work of the mountain streams, being related to study of the springs, view from the top, height in feet and in miles above sea level, time consumed in ascent and descent, clearness of atmosphere, distance seen, towns noted, with the suggested topic of the reasons for the growth of Cripple Creek.

6. Reading lessons from Carpenter's "North America," on "The Wonders and Treasures of the Rocky Mountain Region," and "Yellowstone National Park," noting the famous natural forms of Yellowstone and the Grand Canyon. Tracing of Colorado River.

Correlations: Nature Work, the work of rivers; water underground. Language, visualizing of scenes and writing of descriptions.

7. Type study: "Gold Mining," including the ride up the mountain, the entering of the mine, the blasting, the noting of the appearance and value of the ore and a visit to the cyanide mill. Comparisons with coal and iron mines. Silver mine studied quickly through comparison.

8. A visit to Great Salt Lake and Salt Lake City, including the trip by rail, noting of the scenic wonders, contrasting of the desert grazing region with the green valley of the City, study of the history, irrigation and products of the valley, trips through the city and to the lake, locating of Sierra Nevada and Wasatch Ranges, a bath in the lake, with noting of reasons for difference between buoyancy of the water and that of water in ponds near home.

Hand work: Laying out of irrigation plat in water-tight moulding tray; construction of pasteboard bridges, etc.

Correlation. Nature Work, evaporation; formation of salt lakes.

9. Type study. "Salmon Fishing," including noting appearance of salmon flesh as the children see it from cans, and the appearance of the living fish and uncooked meat, seasons and methods of catching, quantities and value of fish caught, visit to a canning factory, locating of other salmon grounds. Compare with cod fishing. Tracing of Columbia River.

Hand work: Making of pasteboard salmon wheel.

Correlation: Nature work, study of life history of salmon.

10. Review, with comparisons with Oregon lumber camps, lumber studies of the upper Mississippi Valley, New England and Georgia. Location of Cascade Range.

11. Type study: "Olive Growing," including a visit to California olive grove, noting vineyards, English walnut, almond, prune-plum and orange groves, by the way, the size of an ordinary farm, appearance of olive tree and of fruit, taste of fruit, methods of planting trees, of picking and pickling fruit, and of making olive oil. Comparisons with fruit growing in Florida.

12. Trip to Yosemite Valley, including study of the big trees, a noting of the falls, Mirror Lake, etc.

13. Application lessons in locating Portland, Seattle and San Francisco as commercial centers and as manufacturing centers. Location of Coast Range.

Correlation: History, story of Sir Francis Drake.

VI. Trips and Type Studies.—Alaska.

1. Introd. lessons: Alaska, for ideas of location; surrounding bodies of water; comparative extent, surface, with location of Alaskan Mountains and Mt. St. Elias;

drainage, with tracing of Yukon River; climate, developed from conditions including latitude, surface, Japan current; natural products, such as gold, silver, coal, fur seal, salmon, whale, walrus.

2. Trip from Seattle to Sitka, noting vessel, scenes from shore, aspect of ocean, changes in climate, comparing with Atlantic cruise south and with trip across the Gulf of Mexico, landing, location of Sitka.

3. Sitka: Climate; aspect; people, kinds and modes of life; government of Alaska, briefly.

4. Cruise north and west, noting people, location of houses and reasons for such location, kinds of homes; vegetation; fish, kinds, quantities and value, comparing with N. E. and Columbia River fishing; other animal life; sand washing for gold on Kadiak Island, comparing with former gold mine studies.

5. Type study: "Glaciers," Muir Glacier as a type, noting aspect, size, rate of moving, causes, in brief; formation of icebergs.

6. Seal fishing on Pribilof Islands, noting location of islands, season and manner of clubbing the seals; kinds selected for capture, manner of packing skins for shipment to London, dressing, value.

Correlation: Nature work, study of the seal, appearance and mode of life.

7. Trip up the Yukon and over the Rockies to Dawson City, comparing climate, animals, vegetation, people with those of coast regions.

Hand work for above series: A large "growing" sand map of Alaska, upon which are placed glaciers of salt, Esquimaux huts and Indian houses of pasteboard, totems of wood, etc.

Correlation: History, story of Titus Bering.

VII. Trips and Type Studies.—British America.

1. Introd. lessons. British America, for ideas of location, size, surface, drainage, climate and natural products, such as fur, fish, lumber, wheat gold. (Note: The lessons in the latter part of the Fifth Grade, in which the children "reason out" the climatic condition from the causal conditions, such as latitude, altitude, currents, etc., are very valuable.)

2. Reading lessons from Carpenter's "North America," upon the desolate northern regions, the timber belt, the animals and people of the sparsely settled regions and upon the fur trade and fishing banks.

Correlation: History, story of death of Henry Hudson.

3. Type study: "Whaling," including trip on whaling steamer from San Francisco to mouth of Mackenzie River, harpooning the whales, cutting the blubber, treating the bone and blubber, noting the value and uses of the various products and locating other whaling grounds.

4. Review type study of wheat farming (see outline for Fourth Grade), comparing Manitoba and Winnipeg with the regions and cities of the upper Mississippi.

5. Visits to Ottawa and Quebec: Noting location and aspect of each city; government buildings of Ottawa with a brief consideration of the government of Canada; people, their language, religious belief, sports, etc., with the necessary allusions to the early history of southeastern Canada.

Correlations: History, stories of Cartier, Champlain and of French and Indian War. Language, selections from "Evangeline."

6. Apply general truths regarding conditions of growth of any commercial center to location of Montreal. Similar work upon Toronto as a manufacturing center.

Hand work for above series: Analogous to that for Alaska series.

VIII. Trips and Type Studies.—Mexico.

1. Introd. lessons: Mexico, for ideas of location, size; surface; climate, and natural products, such as coffee, cocoa, cocoanut, fibres, cabinet woods, lemons, oranges bananas, olives, vanilla, referring to California and Florida, gold and silver, referring to Colorado, Kadiak Island, etc. The "zones of altitude" in Mexico form a peculiar problem of surface and climate relations, the working out of which is a valuable exercise.

2. Trip from Montreal to New York to Vera Cruz, comparing with other ocean trips. A day in Vera Cruz, noting location and aspect of city; classes of people, their descent, appearance, modes of life, etc.

Correlation: History, stories of Spanish gold seekers and of Sir Francis Drake.

3. Trip from Vera Cruz to City of Mexico, noting belts of vegetation, occupations, location and aspect of City of Mexico, her people and buildings, with a brief consideration of the government of Mexico.

4. Type study: "Volcano," Popocatepetl as a type, noting cause, in brief, aspect, relation to chain of volcanoes crossing plateau, location of Sierra Madre Range and Popocatepetl.

5. Type study: "Coffee," noting plat of coffee plants and banana trees, method of planting coffee plants, of picking, crushing, drying, cleaning, roasting and shipping the fruit, and locating other coffee regions.

6. Type study: "Cocoa," noting appearance of tree and of fruit, method of gathering and roasting fruit, and of preparing chocolate cakes; locating other cocoa regions.

7. Type study: "Cocoanut," noting appearance of tree and whole fruit, soil and climate necessary, method of gathering nuts, different products of the tree, their use and preparation, and locating other cocoanut regions.

8. Apply principles affecting the growth of any manufacturing town to locating of Leon as a center for manufacture of silver filigree, woolen and leather goods.

Hand work for above series: Analogous to that for Alaska and Canada series.

IX. Central America.—

The study of Central America may be brief, emphasizing only the few points in which the country differs from Mexico. The work may include the introductory bird's-eye view, reading lessons and a type study upon India-rubber.

X. Trips and Type Studies.—West Indies.

1. Introd. lesson: West Indies, including the usual points and also the idea of the relation of the islands to the Rocky Mountain system.

2. Trip from Vera Cruz to Havana, noting the location and size of the Cuban city, the exports at the wharves, the people. Apply principles regarding the growth of any commercial center, noting the importance of Havana as a sugar market. Compare with New Orleans.

3. Reading lessons to include a turtle fishing expedition to Jamaica and a visit to the Bahamas.

Correlation: Nature work, studies of the coral and turtle. History, story of Columbus.

XI. North America as a Whole.—

Highlands, lowlands, drainage.

Climate, plants, animals.

Principal commercial routes.

Principal articles of exchange.

Note.—The exercises in handwork are not the more difficult exercises that may be undertaken in the Manual Training period; they are simple and designed to consume no more time than can be allowed for them during the periods devoted to Geography.

References :

- Carpenter, "North America."
- McMurry, "Special Method in Geography."
- "Around the World," Book 2, Book 3.
- "Our Own Country," Book 3.
- Pratt, "Guyot's Geographical Reader and Primer."
- "Our American Neighbors."
- Patton, "Natural Resources of United States."
- H. F. Moore, "Oysters and Methods of Oyster Culture."
- F. W. Davidson, "Florida Today."
- Perry Mason, "Among the Rockies," No. II.
- Perry Mason, "In New England."
- Perry Mason, "On the Plains."
- Chittenden, "Yellowstone National Park."
- Helen Hunt Jackson, "Glimpses of Three Coasts."
- Harper's Magazine, July, 1905.
- Century Magazine, June, 1903.
- United States Government Report.
- Appleton, "Guide to Alaska."
- Ballou, "Footprints of Travel."
- Ober, "Porto Rico and Its Resources."
- Shaler, "Story of Our Continent."

Sixth Grade.

The study of Europe is conducted as was that of North America, largely through "trips" to the places to be noted. There are few new type studies to be developed, but there is a constant application of previously learned principles and the unique geographical situations of many of the countries, such as that of the low "stolen" lands of Holland and Denmark the steep rugged slopes of Switzerland, the sea-in-

dented coast of Greece, the crowded condition of the small, rich island of England afford many new problems for the children to work out in theory as have done the inhabitants of those countries in their practical struggle for existence. Europe offers much opportunity for the study of the interactionary relation between man and nature. In addition, Europe holds a peculiar fascination in being "old in story," which means that the teacher must select the most noted of the many landmarks and relics of the several countries, and armed with good pictures and interesting descriptive and historic accounts, conduct lessons that have strong need of visualizing activity and the exercise of the powers of association.

1. Before leaving home, it is well to have some general idea of the grand division as a whole, to know what climate to expect, how long we may tarry in the several countries, etc. Hence are given the series of introductory lessons according to the plan for such lessons followed in the Fifth grade.

2. Following these is the voyage from New York to Queenstown, special emphasis being laid upon the comparison of the voyage with the cruising expeditions of the Fifth Grade.

Then the great tour begins, each country being visited for a greater or less time, according to its importance and its wealth of interest. On each are noted the physical features, vegetation, animals, mineral products, people, industries, great cities, noted buildings, government, comparisons of city with city, river with river, etc., being made throughout.

Special points to be noted in connection with each country are as follows:

3. **Ireland.**—Rural Ireland, including the peat bogs, potato and flax culture; Blarney Castle and Killarney Lakes; Dublin and the University; Belfast and its linen works; Limerick and its lace; Giant's Causeway.

Correlation. Nature, "Story of Coal."

4. **Scotland.**—Edinburgh, its university and castle; Glasgow and its iron vessels, compared with Philadelphia and Portland, Me., statue of Burns; rural Scotland, including Melrose Abbey and Abbotsford; Highlands, including sheep industry and Loch Katrine; Fingal's Cave.

Correlation: Language, "Lady of the Lake," stories from Scott, etc.

5. **England.**—Liverpool and its relation to the group of manufacturing cities in the iron and coal districts, compared with Boston; London as a commercial and manufacturing center; Thames and its bridges, Houses of Parliament, Westminster Abbey, Tower of London, St. Paul's Church, British Museum; Oxford and Cambridge; Stratford; Kenilworth; Stonehenge; the "lake region."

Correlation: Language, Wordsworth's "Daffodils," etc., "English History Stories;" stories of the Druids. Picture studies from Turner.

6. **Holland.**—The dykes, modes of travel; Amsterdam and diamond cutting, the Museum of Art.

Correlations: Language, picture studies from Rembrandt; story of Peter the Great, story of "Hans and the Hole in the Dyke." Nature work, the work of wind and water.

7. **Belgium.**—Brussels, its carpets and lace, compared with Philadelphia and Limerick, Art Museum; Waterloo; Ostend; Bruges and Ghent; Antwerp Cathedral.

Correlations: Nature work, study of flax. Language, Longfellow's "Belfry of Bruges;" picture studies from Rubens and Van Dyck.

8. **Germany.**—Study of the Rhine from physical, industrial, scenic and historical standpoints and noting Strasbourg Cathedral, Heidelberg Castle, statue of Gutenberg, Cologne Cathedral; Berlin, the University and the Schloss; Dresden and the art galleries, the Sistine Madonna; Hamburg as greatest commercial center on the continent.

Correlations: Language, story of Gutenberg. Story of Siegfried and Dragon. Picture studies from Raphael and Titian, "Watch on the Rhine."

9. **Denmark.**—Comparisons with Holland; Copenhagen, comparisons with Liverpool, Philadelphia, etc., the bronze horses, Christiansborg Palace and works of Thorwaldsen; statue of Hans Anderson.

Correlations: Story, "Hardy Tin Soldiers;" stories of childhood of Anderson and Thorwaldsen; story of Hamlet; story of Skagen.

10. **Scandinavia.**—Industrial problem, compared with that of Denmark, England, New England; phenomena of the "long night;" Christiania and the royal buildings and the Cathedral of "Throne's Home;" Hammerfest; the Lapps; the mines of Falun; Upsala; the University, Museum of Linnaeus and mounds; Stockholm, compare with Copenhagen, the canal, Lake Wener and Trollhattan Falls.

Correlation: Language, Mabie's "Norse Stories."

11. **Russia.**—St. Petersburg, the Winter Palace and St. Isaac's Cathedral; Moscow and the Kremlin; Novgorod and the fair; the Volga, compared with the Rhine; Astrachan; Crimea; the Cossacks.

Correlation: Nature work, study of Astrachan. Language, "Charge of the Light Brigade"; story of Florence Nightingale; story of the Gates of St. Nicholas and the Virgin; stories of Peter the Great.

12. **Greece.**—Ancient and modern Greece, compared, effect of geographical conditions; Athens today; her treasures of the past, the Acropolis, the Parthenon, statuary, the Ionic, Doric and Corinthian capitals; Marathon, Mt. Parnassus; agricultural Greece, Island of Milo.

Correlations: Language, Greek stories, story of Marathon. Art work, study of Ionic, Doric and Corinthian capitals; study of the plan of the Parthenon; story of modern artists and Venus of Milo.

13. **Turkey.**—Constantinople, its situation, compared with that of other cities; Mosque of St. Sophia; relation of Turkey and Europe.

14. **Danube Countries.**—Trip up the river, noting changes in the valley and among the people; stopping at Belgrade, Budapest and Vienna.

15. **Switzerland.**—Peculiar battle with nature, compared with industrial problems of other countries; Berne, the Bear Pit; Lucerne, the "Lion of Lucerne;" Matterhorn and Jungfrau, compared with Mt. St. Elias; Lake Constance and Lake Geneva.

Correlations: Language, story of Louis Agassiz; Longfellow's, "Fiftieth Birthday of Agassiz;" story of Marie Antoinette and the Swiss Guards and story of the "Lion of Lucerne;" Adelaide Proctor's "Legend of Bregenz." Nature work, study of the chamois.

16. **Italy.**—Valley of the Po; Venice, St. Mark's Cathedral, Doge's Palace, Bridge of Sighs, Bay of Naples and

Vesuvius; Rome, the hills and Campagna, comparison of ancient and modern Rome, Appian Way, Coliseum, Forum, Pantheon, Arch of Titus, St. Peter's, the Vatican, statue Apollo Belvidere; Florence and the art galleries; Genoa and the statue of Columbus.

Correlations. Language, picture studies from Michael Angelo, Titian, and Raphael; stories of ancient Rome. Reading, "Child of Urbino." History, stories of early navigators.

17. **Spain and Portugal.**—Gibraltar, Granada, the Alhambra and the Sierra Nevada; Seville and Seville Cathedral; Madrid and her art gallery; irrigation, compared with that of California, etc.; Portugal; the Pyrenees.

Correlation: Language, picture studies from Murillo; story of St. Anthony.

18. **France.**—Southern provincial France; Valley of the Rhone; Lyons; Marseilles; Mount Blanc; Paris, Louvre and Venus of Milo, Tuileries Gardens, Champs Elysees, Arch of Triumph, Hotel des Invalides, Notre Dame, Fontainebleau; Brittany, Normandy and Picardy, Amiens Cathedral.

Correlations: Nature work, study of silk worm. Language, story of Joan of Arc. Picture studies from Corot and Millet; stories of Napoleon.

19. **Return Voyage from Havre.**—

References:

Taine, "Notes on England."

King, "Northern Europe," Book 6.

Tarr and McMurry, "A Trip to England."

Coe, "Modern Europe."

Carpenter, "Europe."

"Ballou, "Footprints of Travel."

Guyot, "Earth and Man."

Frye, "Grammar School Geography."

W. D. Howells, "Italian Journeys."

Stoddard's Lectures.

Clow, "Stories of Industry."

"Around the World."

Mill, "Handbook of Commercial Geography."

Seventh Grade.

This grade includes the leading type studies in Asia, South America, Africa, Australia, Our Colonies, other islands of the sea.

Following the plan of preceding grades, a few important topics are studied, as centers and types. The pupil gets a general view of the country in imaginary travels through the continents.

Each topic is treated in detail and comparisons are made with North America and Europe throughout the work. Pupils are required to do much reference reading during this year.

Eighth Grade.

The work of this grade is a study of the principles of Geography. World distribution of plants and animal, races of men, industries, government and religion, with a comparative view of the continents throughout the entire year's work.

I. The Earth as a Planet.

Relation to solar system, form, size, gravity, rotation on axis, latitude and longitude, revolution round the sun, inclination of axis, the seasons, zones.

2. The Upheaval of the Land.

The surface of the earth, regions of depression and ele-

vation, sinking and rising coasts, upheaval of mountains, rock folds, earthquakes, volcanoes.

3. Materials of the Earth's Crust.

Solid framework,—rocks—strong and weak.

4. Changes in the Earth's Crust.

Forces—atmospheric agents, water, ice. The different forms of each of these forces, their work and the results.

5. Climate.

Zones; Heat, sources, heat belts, isotherms. Effect of land and water, elevation, winds. Storms, cyclones, tornadoes. Rainfall, its distribution.

6. Life.—Distribution, barriers, great life regions; plants, animals, means of distribution. Races of men, density of population. Man's culture and progress. Government, religion, industries.

7. Work of man in changing earth's surface.—Distribution of water, irrigation, changes in rivers, railroads, canals. Distribution of plants and animals. Cities and towns.

References:

Carpenter's Asia.

Carpenter's South America.

Carpenter's Australia, Our Colonies and Other Islands of the Sea.

The Principles of Geography, Dodge.

Comparative Geography of the Continents, Dodge.

National Advanced Geography, Redway and Hinman.

The Child and Nature, Frye.

A Reader in Physical Geography, Dodge.

The Story of the Solar System, Chambers.

Texts:

Dodge: A Reader in Physical Geography.

Natural Advanced Geography.

NATURE STUDY IN TRAINING SCHOOL.

The course outlined below has been worked out more fully and was published in the Normal Review during the year 1903.

The object is (1) to train the observation; (2) to awaken a living interest in the environment; (3) to arouse sympathetic interest in all nature; (4) to lead to underlying principles, such as adaptation, self-preservation; (5) classification or unification. Objective material is a necessity for successful work, and much of the work is planned for excursions.

The topics suggested in the outline are those to be emphasized in the grade and at the time indicated. Much of the work, however, is touched upon in all of the grades, whenever occasions for observation or correlation seem to require.

This is by no means to be considered an outline of work which must be covered. It is suggestive rather, and should be re-arranged to suit the other lines of work carried on by the children.

First Grade.

Farm Life.

The object of a study of farm life is to give the child a means of comprehending his complex city experiences by seeing the interaction between city and country life. What a farm does to supply him, in the city, with food, is a good starting point, then what the farmer must do, must know, in order to get the food, the method of work to be taken up. The scientific interest is, therefore, brought in through its social value. By constructing a miniature farm, according to his knowledge, the child becomes himself the farmer,

and the problems are real problems. Any knowledge, therefore, which will enable him to construct better houses, barns, fences, to raise better crops, to market his products to better advantage, to harmonize in organization with his village or the distant city to which he sends his products, arouses his will and interest in acquiring that knowledge, hence his growth in power is natural. The child's interests are to be used as an index of his acquirement and as a guide to the information given him. Not a logical development of subject matter is to be attempted, but a psychological one, the selection of the information that will be of use in solving the particular problem before the mind.

The teacher's part is to supply the things and materials and suggestions of relations out of which the problems grow, and to guide the children in solving the difficulties. So far as possible the problems should arise from the desire to achieve a certain result and the solution should come through adaptation of the things at hand. The outline plan given below is merely suggestive; the teacher must depend on her class to work out its own plan. The experience of the children should be constantly reinforced and reconstructed through the work. Not what they know, but how they use what they know in acquiring new knowledge is the criterion of mental development.

1. **Discussions.**—These should precede each period of constructive work, and should plan the work so that each child can work independently at that time, so far as the knowledge of what the end in view is. He will need direction in how to reach the end, perhaps, but if he forgets what his part is, it will indicate that the object is not a real one to him, or his part of the plan is not. The psychological value of this constructive work is in the opportunity for self-expression, the putting of an idea into visual form, and

of the concentration developed by keeping the mind fixed on the end to be attained and the steps necessary to reach it. By making clear the end to be reached, but leaving the child to his own ingenuity to reach it, inventiveness and independence are stimulated. For this reason the work assigned to the children must at first be such that the result can soon be reached, e. g., how to make a rail fence so that one post will serve to support rails from each side. I have seen children puzzle some time before discovering that half of the width of a post should be given to the rails from each side. It is well to let the children do a thing of this sort and get it wrong, rather than show them how in the first place. Or the question of making a simple gate may be given. It is well in these cases to let children arrange the wood without nailing, until the plan has been approved.

In the beginning constructive work, which is to be a part of the work of the whole group, may be discussed by all, the one child being held responsible for carrying out satisfactorily his part. Later, however, children should be given work for which they must devise or invent the means of reaching the end.

Care must be taken to have criticism of work social. The work is done for the group and must be satisfactory to it, but no one should be allowed to criticise severely a piece of work unless he can do it better, and does do it. All criticism should aim to point out how the thing may be improved. If the piece of work is not satisfactory, it must be done over. The teacher must decide whether it is advisable to have the child who did it try again, or assign it to another. If another child is to attempt it, volunteers may be called for, and if there are none, then the work must be assigned, for the work of the group cannot be allowed to suffer. Primitive peoples often decide such questions by lot,

and children recognize this authority backed by public opinion of the group.

Suggested Topics for Discussion.—

1. Farms the children know—what is raised on them, how they are planned, life in summer, animals, etc. From this discussion the teacher should lead to the idea of making a little farm and plans for its arrangement, these plans to grow out of the suggestions of the group as a whole.

2. How shall the various parts of the farm, i. e., orchard, pasture lands, fields and gardens, be determined? Difference in soil which makes best arrangement.

3. Different fences needed for different parts—Why?

4. Use of materials at hand for fences, i. e., stones, rail, stake and rider, stumps, wire, picket, etc., ornamental fence and the economical. When the farm is planned it may be well to let the children attempt to sketch roughly the plan on paper. This will enable the teacher to see what ideas the children have gained from the general discussion, and will aid in securing concentration of ideas before attempting to carry out. The children should be assigned parts to measure and stake out. Two or three children can work best together at first, as they help one another in keeping the plan in mind.

5. The garden already planted is to be used as the garden of the farm. Fence in with fence made last year. Each child should be assigned a part of the garden to be responsible for. In caring for their parts, questions for general discussion should arise from needs of various plants.

(a) What are weeds and why should they be removed?

(b) Why do pea vines and bean vines need poles? Why do they climb?

(c) Why should potato bugs be removed? What insects are harmful to plants? Are any helpful? How? The interests of the children along this line should be watched, and so far as possible they should be encouraged to observe and bring their observations to the class discussions. Experiments may be undertaken by the group to discover whether the suppositions of the individual observers are correct.

(d) Do some plants need more water than others? Why? What is the food of plants? Do all need the same? Plants can be dried—the water escapes—then burned, to show the mineral matter left. This merely gives a classification of water, material that will burn and material that will not, for the child, but is sufficient analysis at this age. What is the sweet in beets, in sugar cane, in fruit? What is the bitter or sour in green fruits? What is the white in potato, corn, wheat? What is the sting in onion? Experiments at separating these from the plants may be tried.

(e) Why do we use leaves of some plants for food, roots of others, stems of others, fruit and seeds of others? What is it we eat? (Usually the food the plant has stored up for itself—just as the squirrel removes the farmer's pile of nuts, or the mouse goes into our pantry. We get our sugar from the sap of the maple or sugar cane, its food; the sugar from the beet is the food for the plant's growth; our starch is the food of the corn, or potato; our grains, nuts, fruits, the plant's provision for reproduction.

(f) Soil needs to be opened to air as reason for hoeing. As much as children can take of soil making and agencies involved may be brought in here and experiments started to show results in different soils. Children should be taken to see house on the lake front where the wooden roof is covered with moss; to see rocks along the lake cov-

ered with lichens, and trees covered with algae. Let them suggest where the seed came from, and how it can grow. Put angle worms in a box of sand and keep moist; cover the box with half decayed leaves and note the result. Let children suggest what the worms do for the soil. The effect of acid on limestone may be noted, and seeds planted on a piece of limestone and the tracing of the roots accounted for. Notice the heat absorbed by rocks in the sun, relate it to the expanding of metals under heat, and infer what heat may do in breaking up rock; what cold and ice may do; notice the effect of roots on rock.

(g) One field may be prepared and planted to see germination and to devise ways of economically planting. Invent markers for rows, something to make a hole the right size quickly, a harrow to loosen the soil. Individual children may make spades of wood and tip them with tin, or rakes by using large nails; flails for threshing, hay wagons, wheel-barrows, etc. These may be individual possessions and be made in the free hour time.

6. The Construction of the House.—The dimensions that have been used were three feet square base, three feet high, pointed roof to extend over the sides. The questions of a chimney, stairway, number of rooms, cellar, windows and doors, shape of roof, etc., should be settled by the group. Suggestions of what would be desirable must be tested by clear plan of how to attain. If native clay can be found, bricks may be made and fired in kiln and used for foundation or outside chimney. If the chimney is attempted the number of bricks must be computed and an idea of the work involved gained before beginning. The chimney would give opportunity for observation of movements of air, and application of this knowledge to movement of winds.

It is well to make one side of the house so it will open on hinges, then the various floors may be furnished and yet the house seem complete.

It is necessary to have some drawing or planning on paper before attempting work. This enables the teacher to discover whether the discussion has resulted in clearing each child's view of what is to be attempted, and enables the child to get a better grasp of the idea himself. The drawings should have just this in mind, and should be mere rough sketches, not finished drawings. When the idea is a question of proportion, or design, measurements will be needed and more care necessary.

7. The question of water on the farm. Well? Cistern, water brought from lake or river? Experiments with siphon and pump made of willow, tin, or hollow reed. Children should get the idea of why water rises as high as its source, and how this is used in bringing water into houses and storing in reservoirs and its use in irrigation. Lead troughs out to the general view of streams falling to rivers, rivers to seas, etc., and of gravitation as the cause.

8. Discussion of the various buildings needed on the farm. Barns, cribs, chicken houses, dairy, etc.

II. Occupations.—

1. Building of house, outhouses, fences, etc.
2. Furnishing of house.
3. Painting of buildings.
4. If time permits, the main room might be lathed and plastered.

Wall paper design on a plain color wall paper and the room papered.

5. Basketry to hold products. Portiers for rooms out of raffia or macrame cord.

Making of butter, cheese. Dashers made and used in wide-mouthed bottles.

6. Threshing of grain, winnowing, milling, etc.; children to suggest how the process can be accomplished, and the invention of the children to be followed rather than any present method.

7. Making of measures in paper of gill, pint, quart, gallon and half bushel. Use different forms of measures so that children will get the idea of **quantity** as the thing measured.

8. Grafting of trees. Gardening.

9. Making of rag carpet (reserve for rainy days all constructive work that can be done in the house.)

10. Modelling of animals in clay. Chief attention should be paid to proportion of parts of body. Use wire fastened to a block for legs, and form trunk and head framework of wire. These should be bent to desired position before beginning to model. Study animals to get position and let results show some conceived activity of the animal. Use pictures as well as live animals. Clay may be painted when completed if desired.

11. Water colors and crayon pictures illustrative of scenery and farm activities. Get the principle of combining colors, relation of horizon line to foreground and conception of how to show perspective. Let children pose for group.

12. Dressing of dolls in farmers' costumes.

While the teacher should keep in mind that the facts of knowledge possible to be gained through these activities are valuable, care must be taken not to force them upon the child, but to allow him to become familiar with them as unconsciously as possible.

In attempting constructive work no more should be attempted than can probably be completed in the given time. If the teacher desires, work may be taken home by children to finish, or if she is at the school in the afternoon and is willing, children may be allowed to come and work. Care must be taken not to let the children work too hard and because of that lose interest. Their physical strength and powers of endurance must be carefully watched and their work changed before they become weary.

III. Excursions.

1. To farms outside the grounds.
2. To farms in the afternoon to see milking and a dairy. If possible some Saturday morning to see a real churning.
3. To sheep pasture.
4. To lake front to see action of water on land, and after a rain to a ravine. Trace to the lake.
5. Picnic in woods below grounds to see trees fallen from age.
6. To learn names of common trees in grounds.
7. To learn common insects and birds.

IV. Formal Work Connected with Farming.

1. Records written and read.
2. Number relations and problems arising from occupations. Children should get command of number combinations up to ten. Use things in counting and computing until the children are perfectly familiar with relations before depending upon the symbols, but the how many should be connected with the symbol from the beginning.

Use the fraction disks for getting parts of a whole, as well as the ruler and toy money.

Number games: Ring toss, bean bag, lotto, playing store.

3. Story Telling. Children should make up stories as well as tell those they know. In the Morning Conference children from the Farmers group should tell the rest of the school of their plans and discoveries. This should be so done, if possible, that the older groups will be pretty clearly informed from day to day of what the first group is doing. Offers of help from the older children in doing something the younger children find too difficult may come at this time, the work to be done in their free time. The written records may be used to give the information to the other groups, but should not displace oral accounts.

4. Experiments suggested in discussions may be carried out in this period.

V. Literature.

Classics to be read to the children.

"Out to Old Aunt Mary's."

"The Huskers," Whittier.

"When the Frost is on the Pumpkin," Riley.

"Thoughts for Discouraged Farmers," Riley.

VI. Games and Dramatization.

1. With the kindergarten once a week.
2. Pantomime of farm life for others to guess.
3. Plays originated by individuals or groups.
4. Gymnastics, on rainy days.
5. Games for which some one child is responsible.

Suggested Pictures:—

Ploughing Rosa Bonheur
At the Watering Trough.

The Sower Millet

The Haymaker..... Dupre

Haymaker. Adan

Gleaners	Millet
Recall of the Gleaners.....	Breton
Milking Time	Dupre
Harvest Time.....	L'Hermitage
The Sheepfold.....	Jacque
Feeding the Hen.....	Millet
Song of the Lark.....	Breton
End of Labor.....	Breton
Autumn.	Langee
Cattle	Paul Potter
The Man with the Hoe.	

First Grade.

Connected With Farm Life.

Autumn—

1. Plants: sunflower, golden rod, maple.
2. Seeds: make collection, name, characteristics.
3. Preparation for winter rest.
 - (a) Signs which tell winter is coming.
 - (b) Effect on vegetation, birds, man, animals.
4. Daily phenomena: sun, moon, winds, temperature, moisture.

Winter.—

1. Austrian pine as type of evergreen trees.
2. Hen as type of bird.
3. Cat and other animals found about our homes.
4. Forms of water. Vapor, dew, frost, rain, etc., studied as nature presents them; experiments.
5. Physiology.—Care of skin, hair, nails.

Spring.—

1. Awakening of plant life. Keep records.
2. Return of the birds. Records.
3. Preparation for gardens.

4. Watch germination and development of the bean, pea, nasturtium, morning glory. Study the dandelion.
5. Robin, duck, goose, horse, rabbit.
6. Daily phenomena.

Second Grade.

Autumn.—

1. Fall Plants: spanish needle, chrysanthemum, cosmos, canna, nasturtium.
2. Dissemination of seeds. How scattered? Classify as to means of transportation.
3. Trees: oak, elm.
4. Metamorphosis of the cabbage caterpillar; the tomato worm; collection of cocoons.

Winter.—

1. White and Scotch pines.
2. Appearance of trees in winter.
3. Animals: sheep, goat, pigeon.
4. Forms of water. Study clouds.
5. Physiology.—Care of teeth. Hygiene of eating. Good foods; preparation, time for eating.

Spring.—

1. Awakening of the trees: ash, elm, maple, pine, willow, etc.
2. Return of birds, and their habits. Watch the robin, oriole, barn-swallow, red-bird, cat-bird, blue-bird, wren, etc.

Study red-headed woodpecker.

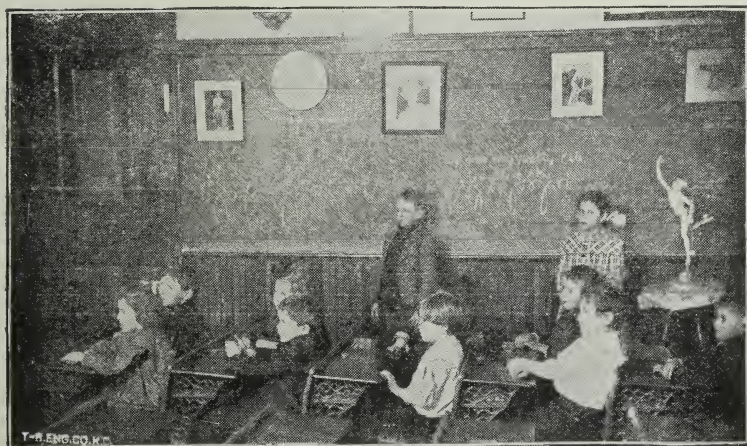
3. Further work on germination and development of seeds.

Study the grape.



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4. Make lists of wild spring flowers.

Study the violet.

5. Review metamorphosis of butterfly. Watch for opening of the cocoons.

Third Grade.

The Harvest Thought.

Autumn.—

1. Food preparations of man. Enumerate kinds of foods.
2. The Sun.—Movements shown by simple experiments, effect on temperature; zone belts, effect on plant life and animal life.
3. The Air.—Winds, evaporation, condensation, ventilation; experiments.
4. Work of Water.—Effect on plant life, on land.
5. Physiology.—Respiration, position, correct breathing.

Spring.—

1. Signs of spring noted in change in plants, animals, atmosphere, length of day, habits of man, etc.
2. Review lists of birds and spring flowers.
3. Make lists of vegetables raised in vicinity, and order of their appearance in the market.
4. Study of clover. Relation to man and animals.
5. Animals.—Any live specimen that may be brought in.

Metamorphosis of toad or frog.

Fourth Grade.

Autumn.—

1. More intensive study of trees found in the vicinity and their relation to the environment. Maple, hard and soft; oaks, post, black, laurel, black-

jack, etc.; elm, willow, persimmon, sycamore, horse-chestnut.

2. Birds of the Mississippi Valley, their relations to man and animals.
3. Migration of birds. Keep lists of those flying southward; of those that remain.

Winter.—

1. Winter life of trees. Preparation of tree for the following year.
2. Kinds of wood. Infer use from grain and hardness.
3. Review evergreens. Compare with other trees.
4. Forests.—Locate forest regions, value of forests, destructive agents; protection of forests.
5. Physiology.—Bones, joints, muscles and tendons. Study use, adaptation to their work, and how to care for them.

Spring.—

1. Continue study of trees begun in the fall.
2. Fruit trees:—apple, peach, pear, plum, cherry.
Watch development of fruit.
3. Birds, connected with gardens and orchards.
4. Life of rivers and ponds. Intensive study of snail, mussel, turtle.
5. Birds, connected with water life in the vicinity; as duck, king-fisher, etc.

Fifth Grade.

Autumn.—

1. Insects—Study the various kinds, as grasshopper, cockroach, true bugs, dragon-fly, butterfly, fly, beetle, ant.
(a) Life history.

- (b) Relation to its environment: man and other animals.
- (c) Adaptation of form to functions; structure to habits.

Winter.—**Elementary Geology.**

1. Soil—Of what made? Kinds? Depth? Agents in making soil. Study of soils in different regions. Locate regions.
2. Use of soil to man, plants, animals.
3. Rock formations of the vicinity. Excursions. Sandstone, limestone, lead, etc. Study of granite and marble.
4. Information lessons connected with geography; as seal, whale, polar-bear, oyster, salmon.
5. Physiology and hygiene. Skin, teeth, food and drink.

Spring.—

1. Plant families of vicinity; as rose, pulse, etc. Children have studied individuals thus far, and now classification is introduced.
2. Continue study of insects begun in the fall.

Sixth Grade.**Autumn—**

1. Flowerless plants; as ferns, mushrooms, puff-balls, etc.
2. An intensive study of coal and iron.
3. Information lessons; chamois, reindeer, stork, flax, astrachan.

Winter.—

1. Physiology. Digestion, and circulation of the blood.

2. Physics. Very simple and to be connected with daily life.
 - (a) Matter.—Changes, properties. Making crystals.
 - (b) Heat.—Production, diffusion, effects.
 - (c) Magnetism.

Spring.—

1. Birds studied with a view to classifying from as many standpoints as possible.
 - (a) Yearly residence, or migratory.
 - (b) Habits; as garden, meadow and fields, etc.
 - (c) Color.—Use, change.
 - (d) Peculiarities of flight.
 - (e) Place of nesting and nests.
 - (f) Usefulness to man.
 - (g) Kind of food eaten.
2. Study of other Plant Families.

Seventh Grade.

Autumn.—

1. Grasses.—Field work; kinds, soil and other general conditions of growth. Useful and harmful grasses.
 - (a) Cultivation of useful.
 - (b) How get rid of harmful.
- Harvesting, and value of grass crops.
2. Fruits.—Conditions for growth, cultivation, harvesting, storage, value.
(Home fruits only are studied here.)
 3. A study of seeds.
 4. A study of mosses.

Winter—

1. Air.—(a) Properties, general description of atmosphere.
(b) Uses.
(c) Construction and purpose of barometer.
2. Physiology—Respiration.
3. Water.—(See complete outline Normal Review Jan. 1903.)
4. Gravitation.
5. Simple machines.

Spring.—

1. Life of ponds: birds, insects, plant life.
2. Plant Societies.—Condition: water, soil, light, wind, heat. Struggle for territory.
3. Enemies of cultivated plants.

Eighth Grade.**Autumn.—****Morphology of Plants—**

1. Plant as a Whole.
(a) Flowerless.
(b) Flowering.
2. Roots: kinds, work, adaptation.
3. Stems: kinds, modifications, work, adaptation.
4. Leaves: kinds, arrangement, coloring, movements, duration, modifications, work, adaptation.
5. Flower: inflorescence, parts, kinds, work, special adaptation.
6. Fruit: what it is, parts, classes, work, why edible, why seeds are bitter, commercial value.
7. Seed: what it is, parts, purpose, dissemination,

cultivation, how brought to market, uses to man, commercial value.

8. General characteristics of Plant Families continued.

Winter.—

1. Physiology.—The nervous system.
2. Plants: poisonous; medicinal uses of plants.
3. Public health: contagious diseases, sanitation, food laws.
4. Chemistry. (See outline Jan. 1903—Normal Review.)

Spring.—

1. Physiology of plants.
Seeds, structure, storage of food, protection, vitality. Test.
2. Germination: conditions, movements, chemical changes. Experiments.
3. Development of seedling: direction of growth, relation to form of seed, necessary food materials. Experiments.
4. Root: structure, functions, osmosis, extent of root-system, mode of growth, propagation. Experiment.
5. Stem: anatomy, protection, functions, growth, movement of water, propagation. Experiments.
6. Leaf: anatomy, protection, functions, course of water, movements. Experiments.
7. Flower: structure, functions, fertilization.
8. Gases given and received by plants. Experiments.
9. Substances built up by plants. Experiments.

ENGLISH IN TRAINING SCHOOL.

Under this subject are included reading, language, grammar, spelling and writing. This group of subjects, of greatest importance as a means for self-help and self-expression, are united in the closest relation with the other subjects of the curriculum. From those subjects the merely formal character of the English group receives added interest, as the necessity for expression is more clearly appreciated. In turn, the value of this group to the other parts of the curriculum and to mental growth is inestimable.

READING.

In all reading recitations the thought precedes the oral expression. No form is introduced until the idea has been awakened and the need for expression arises. In beginning classes the idea, the oral expression, and the word-form should be associated constantly. Script is used entirely at first. Children find but little difficulty in making the transition from script to print letter.

In the higher grades attention is given to both oral and silent reading. Oral reading is considered wholly as the **expression of thought gathered from the printed page**, and is confined almost entirely to classical selections. No selection is read orally until a thorough study has been made for difficulties in the thought, for beautiful or striking expressions, for atmosphere, for imaging. When the children have entered into the spirit of the selection, they are ready for its oral expression.

Silent reading is limited chiefly to information reading in connection with history, geography and nature, and here the child is expected to work over the material independ-

ently and he is held responsible for the content. Such material is not well adapted for oral reading and the attempt to use it for such a purpose is often the cause of the monotonous and unmeaning reading which we hear in our schools.

It is not intended that all the books listed below should be read in any one grade. The purpose is to offer a wider selection to meet the varying class conditions.

First Grade.

The first reading lessons are based upon material in the Literature and Nature Work. Word forms are gradually introduced through a combination of the word, phonic and sentence methods. When the children recognize at sight about one hundred words, a reader may be introduced. These words should include those found in the first pages of the book to be used.

Introduce phonics at the end of six or eight weeks. Begin with consonants, then the short and long sounds of vowels.

Suggested Texts:

For Childhood Days, Thompson, Morse Pub. Co.

Sunbonnet Babies, Rand-McNally Co.

Stepping Stones to Literature, Book I, Silver-Burdett & Co.

The Arnold Primer, Silver-Burdett & Co.

Stories from the Poets, Morse Publishing Co.

Around the World, Carroll, Morse Publishing Co.

Hiawatha Primer, first part.

Nature's Byways, Ford, Morse Publishing Co.

Second Grade.

Hiawatha Primer, selected parts only.

Fairy Tale and Fable, Thompson, Morse Pub. Co.

Fairy Stories and Fable, Baldwin, Am. Bk. Co.
Bow-wow and Mew-mew.
Child Life, Second reader, Blaisdell.
Classic Stories, McMurry, Public Sch. Pub. Co.
Plant Life, Bass, D. C. Heath.
Stepping Stones to Literature, Book II.
The Tree Dwellers, Dopp, Rand-McNally Co.
Grimm's Fairy Tales, Wiltse.
Esquimo Stories, Smith, Rand-McNally Co.
Golden Hood, Longmans-Green & Co.

Third Grade.

Robinson Crusoe, Edu. Pub. Co.
Fables and Folk Lore, Scudder; H. Mf. & Co.
Anderson's Fairy Tales, H. Mf. & Co.
Stories of Great Americans for Little Americans, Am.
Bk. Co.
Round the Year, Autumn, Winter, Spring. Strong.
Nature Myths, Cook. Flanagan Pub. Co.
Seven Little Sisters, Andrews. Ginn & Co.
Stepping Stones to Literature, Book III.
Child Life, Third reader.
Seed Babies.
Child's Garden of Verses, Stevenson.
Lolami: The Little Cliff Dweller, Bayliss.

Fourth Grade.

Arabian Nights, H. Mf. & Co.
Story of Ulysses, Cook.
Old Greek Stories, Baldwin. Am. Bk. Co.
Water Babies, Kingsley. Ginn & Co.
Grandfather's Tales, Am. Bk. Co.
Fifty Famous Stories Retold.

Classic Myths, Judd. Rand-McNally Co.
Historic Stories, Book I, Pratt.
Stories of American Pioneers, Pratt.
Stories of American Life and Adventure, Eggleston.
Viking Tales, Hall. Rand-McNally Co.

Fifth Grade.

Tales from English History.
Black Beauty.
Hiawatha, H. Mf. & Co.
King Arthur and His Knights, Radford. Rand-McNally
& Co.
The Great West, Pratt.
Ulysses Among the Phaeacians.
King of the Golden River, Ruskin (Home Classics.)
Child Life in Poetry and Prose, Whittier.
Tanglewood Tales.
Stories of Croesus, Cyrus and Babylon, from Herodo-
tus. Maynard, Merrill & Co.

Sixth Grade.

Miles Standish.
Lays of Ancient Rome, Macaulay
Tales of a Grandfather, Scott.
Norse Stories, Mabie. Rand-McNally & Co.
Legend of Sleepy Hollow and Rip Van Winkle.
Irving.
Evangeline.
Stories of Caesar.
Heroic Deeds, American Book Co.
Lamb's Tales from Shakespeare.
Heroes of History, Whitcomb. Maynard, Merrill &
Co.

Seventh Grade.

Sohrab and Rustum, Arnold.
Snow Bound, Whittier.
Stories of Troy.
Birds and Bees, Burroughs.
Building of the Ship, Longfellow.
Christmas Carol, Dickens.
Julius Caesar.

Eighth Grade.

Merchant of Venice.
Golden Legend, Longfellow.
Vision of Sir Launfal, Lowell.
Webster's Bunker Hill Orations.
Marmion, Scott, Ginn & Co.
Lady of the Lake, Ginn & Co.
Lincoln's Gettysburg Speech.
Deserted Village, Goldsmith.
Great Stone Face, Hawthorne.

LANGUAGE.

The purpose of the Language work is two-fold. The special purpose is to help in fixing correct forms of expression, oral and written, and through constant practice, to secure freedom, ease, and a certain degree of style.

Since expression presupposes something to be expressed, a second purpose is to supplement the work of the other subjects, to intensify certain features discussed in geography, history, nature or literature, to make an opportunity for clearer, more distinct imaging, thus enriching the child's mental store and insuring better expression. A child filled with enthusiasm upon a subject must express him-

self, and the expression under such conditions is much more correct and forceful than under less favorable ones.

Hence, the work in Language is planned along two lines. At any time the work as such may be omitted or combined with the other subjects, for every lesson, in a sense, is a language lesson. Mistakes in English are corrected incidentally whenever they occur, but in a manner not to interrupt the thought. So far as possible children are led into habits of correct speech unconsciously. As the oral expression improves, the written form will become better.

In the primary grades, all technical points, such as capitalization, punctuation, paragraphing and spelling are taught incidentally and not in formal lessons. The method most generally followed is (1) oral reproduction through dramatization or in some other form of a story told by the teacher at a previous period, or narration of incidents occurring in lives of children; (2) statements of children written on board by the teacher; (3) a brief study of technical points; (4) written reproduction by children (generally on the board, especially in first and second grades); (5) criticisms.

The written reproduction by the children should not be confined to copying the sentences written by the teacher. This should be suggestive only, and the children should be constantly encouraged to do original work.

Written work is always preceded by oral expression, the amount of oral work decreasing from the primary to the higher grades.

References:

- The Cooley-Webster Language Series.
- Everyday Language Lessons, Rankin.
- Mother Tongue, Arnold and Kittredge.

Language Series, Wisely.
Grammar, Brown and De Garmo.
English Grammar, Whitney and Lockwood.

Aids to Teachers:

Teaching the Language Arts, Hinsdale.
Talks on Teaching, Parker.

First Grade.

Material taken from literature, farm work, home life, nature, pictures, games.

Oral.—Make the work as informal as possible but aim to secure,

1. Complete sentences.
2. Correction of common errors in verb forms as, **is** and **are**, **was** and **were**, **see** and **saw**.
3. Enlargement of child's vocabulary.
4. Increasing power in sustained narration or conversation.

Written.—Free, easy, large writing on blackboard.

1. Copying sentences from the board.
2. Writing original sentences.
3. Writing dictated sentences.

At the close of the year, children should know

I. Capitals.—

1. At beginning of a sentence.
2. In proper names.
3. Pronoun I.

II. Punctuation.—

1. Period at the end of the sentence.
2. Question mark.

Writing and spelling are combined with the language work. Commonly needed words only are taught,

Second Grade.

Material taken from same sources as in first grade.

Oral.—Conversation, reproduction of stories, discussion of pictures, correlated with other subjects, games in which considerable speech is necessary, dramatizations of stories from literature work, discussion and memorizing of related poems. This is a continuation of the work begun in the first grade, but children should now be held responsible for more sustained narration, greater independence of expression and a better selection of words.

Written.—

1. Sentences expressing a logical thought connection.
2. Short reproductions of topics discussed orally.
3. Dictation work in which attention is called to paragraph form, indentation of paragraph and spelling. In this work no words should be employed which are not **commonly used** in daily conversation. The words are taught chiefly through visualization, and very little attention is given to oral spelling.

Punctuation.—Points to be taught incidentally.

1. The possessive form (singular only.)
2. Indentation of single paragraphs.
3. The period in abbreviations which occur, as in days of the week and the months, Mr., Mrs., St., Mo. for Missouri.
4. Name of pupil and his address.
5. Quotation marks in undivided quotation.

Third Grade.

In this year control of the finer muscles of the fingers and facility in writing to be gained, requires more written work than in the two preceding years. Part of this need is met in the periods devoted to reading, part of it in connection with written spelling and other subjects which use

some writing; but in the language period special attention is devoted to the written and oral form of expression.

A nutting party, the gathering of wild flowers, the coming of a circus, Thanksgiving, Christmas, or other marked events, furnish the material for a written description. These are begun simply. The children are asked to tell what they saw, what they did, or what they found—and to be careful of the capitals, punctuation, paragraphing, etc. Corrections are made as needed.

Simple, familiar letters are written, the place of the date, heading, ending and address on the envelope being emphasized.

Greek Myths and Nature stories are told or “developed” with the aid of the children. Some of the stories found most successful have been, The Story of Ulysses, the Story of Apolo, the Story of Aurora and Archne.

Once a month some masterpiece in art, as the Sistine Madonna, is studied. In the study of pictures the child is given an opportunity to discover what he can, and to express, first orally, then in writing, his own thoughts concerning it.

Pictures are studied also for developing observation, concentration and mental imagery. One child attempts to describe a picture which others are to draw from his description. If he fails, another tries, until the description is sufficiently vivid for the class to reproduce in drawing the main features of the picture. Thus a motive for clear, oral description is supplied.

Special lessons are given from time to time on the use of **is** and **are**, **see** and **saw**, **may** and **can**, **has** and **have**, **don't** and **doesn't**, emphasis being placed on the right way of using these.

In the study of Geography opportunity is given for reproduction in oral form of stories of people and places, in such a way that the idea of the paragraph can be gained indirectly; e. g., in retelling the story of Jeanette (Seven Little Sisters), the story is called for by topics: What is the first thing the story tells about? The coming into Switzerland of Jeanette's mother; then Jeanette's first summer; then what she could see from her home; of her work in summer; of an interesting event which happened to the family, etc. The children are asked to state what they are to tell about before they begin, so that the right order can be preserved. The children are encouraged to use descriptive words of the book, such as "smiling brown eyes" of Jeanette's mother, the "fringed blue gentians" that grew in the valleys, etc., thus making a beginning in style.

Short selections, "Memory Gems" are memorized in connection with the season, Nature Study, or some particular event.

Punctuation.—

1. Capitals in line of poetry, names of months, rivers or cities in the vicinity, in abbreviations.
2. Apostrophe in common contractions as, don't, doesn't, I'll, can't, isn't, won't, I'm.
3. Hyphen in unfinished word at the end of a line.
4. Abbreviations needed in regular work, as ft., yd.
5. Simple letter form.
6. Comma in letter form, to set off undivided quotation, in case of address.

Fourth and Fifth Grades.

In these grades many of the technical difficulties have been overcome and the child is able to employ his ability to better advantage. Two difficulties frequently bar the road

to success, (1) the indefinite, purposeless work of the teacher, in planning and executing, and (2) the nature of the material upon which the children are engaged. The language period should be one of the happiest and most attractive of the day, for it is under such circumstances only that the child's spontaneity has free expression. Material is abundant, but a careful selection should be made for this particular purpose. Less conversation is necessary here than in preceding grades, but before permitting children to begin writing, an interesting train of thought should be aroused.

The Cooley Language Lessons are used as a basis for the work in these grades, but the material employed is often taken from geography, history, literature, nature, art, as well as the child's own experiences.

Fourth Grade.—Cooley Language Lessons, Book I.

Fifth Grade.—Cooley Language Lessons, Book II, Part I.

Special attention is called to the valuable and suggestive introductory remarks "Helps to Teachers."

Sixth Grade.

In this grade all technical points previously studied are reviewed thoroughly through abundant application. In addition, special emphasis is placed upon originality, effectiveness in expression, and in a greater development of the aesthetic perception.

Language is closely correlated with the geography, the study of Europe, and reproductions of masterpieces from famed galleries are studied:

1. From the suggested story side.
2. For composition and symbolism.
3. For characteristics making it a masterpiece.

4. A brief study of the artist.

The children are further exercised in the writing of original stories; imaginary occurrences, as in history from the standpoint of a participant or an observer; descriptions of places and things; intensive study of selections from literature for style and diction; and in all forms of social and business letters, e. g., invitations and response, formal and informal, orders for articles, acknowledging business letters, applications, advertisements, etc.

Many suggestions can be obtained from

1. Wisely's Language Book. Work on the Forms of Discourse.

2. Cooley's Language Lessons, Book II, Part II.

All work in technical grammar is omitted.

GRAMMAR AND COMPOSITION.

In the Seventh and Eighth Grades a systematic study of sentence structure or technical grammar is made a prominent part of the work.

This elementary study of sentence structure gives the student power to unravel and interpret the more intricate sentences which he is beginning to meet in literature, enables him to formulate laws and principles by which he may consciously correct and improve his own sentences, and stimulates and develops clear, accurate thinking.

If the study of grammar is to make the demands upon the child's reasoning power that it should make, it must be more than a mere study of words and forms, a memorizing of definitions and rules. The student must be led through a study of the sentence, as an expression of thought, to make his own classifications, formulate his own definitions and rules. The classifications must be strictly scientific and

accurate. Definitions should be as brief and simple as possible, but brevity and simplicity must give way to accuracy and truth.

The work of these grades is confined to simple constructions only. No text book is used by pupils, but all definitions and principles worked out are kept in note books. The sentences selected for study are those that illustrate clearly the principles sought. All difficult problems, disputed points, idioms, etc., are deferred to a higher grade.

The work in composition and rhetoric is a continuation of the work of preceding grades with a view to conscious classifications and generalizations.

Seventh Grade.

I. Grammar.—

1. Thought—its elements.
2. Thought materials, objects of thought, attribute, means of relation.
3. Sentence—its elements.
4. Classes of sentences as to meaning and form.
5. Sentence materials, words, substantive, attributive, relation, sub-divisions into parts of speech.
6. Modifiers—substantive, attributive.
7. Uses of nouns, pronouns, etc.
8. Phrase—classes.
9. Clause—classes.
10. Analysis of sentence.

II. Composition and Rhetoric.—

Text-book used, Webster's Elementary Composition.

All work based on literary models, prose and poetry.

1. Quotation—indirect, direct, broken, partial.
2. Paragraph—Characteristics of good paragraph, topic sentence.

3. Sentence—Choice of words, arrangement.

4. Composition Writing—Essays based on various lines of work, original stories, letters, interpretation of selections from literature, interpretation of pictures.

Special attention given to selection of subject, arrangement and organization of material, relative importance of topics. Criticism and discussion of written work. Pupils are encouraged to discover and rectify their own mistakes, and thus become self-critical.

Eighth Grade.

I. Grammar.—

Classification, properties and inflection of the parts of speech.

II. Composition and Rhetoric.—

1. Work of Seventh Grade continued.

2. Narration—Situation, main incident, unity, consistency.

3. Description—Observation, point of view, detail, feeling, ornamentation.

4. Exposition.

III. Punctuation.—

Work of preceding years reviewed with special reference to importance. Rules formulated and applied.

SPELLING IN TRAINING SCHOOL.

Since spelling is necessary only in written expression, it is the purpose of this school to train the eye to detect incorrect forms of words, hence spelling is taught through visualization. In the primary grades all spelling is directly connected with the other work, especially in written language, and consists wholly of dictated sentences or para-

graphs. Common words are most frequently misspelled, and through this method the common words recur again and again until they are indelibly fixed in memory.

No formal spelling book is used in any of the grades, but instead, lists of words are prepared from the various subjects in the curriculum. These words are selected from time to time as the need for their use in written work arises, and again, are such only as are necessary or in frequent use. In this way the child is not burdened with a mass of useless word forms. The child looks upon spelling not as meaningless drudgery, but as a step to better self-expression.

WRITING.

No definite course is given in writing. In the first grades writing is introduced gradually in connection with the reading lessons, after the children have gained some control of their muscles through the various lines of occupation work. At first children write on the board only, for the sake of large free movement. The latter half of the first year they begin writing on unruled paper in large free style. As muscle control increases and observation improves, attention is called to characteristic letter forms.

In the higher grades much written work is required and great emphasis is placed upon neat, correct work. Constant attention is given to position, not only in writing, but in all the exercises of the school day.

ARITHMETIC IN TRAINING SCHOOL.

The purposes of the work in Arithmetic are:

1. To develop a feeling for the meaning of number.
2. To develop mental power.

3. To give opportunity for growth in power to handle number in its varied applications to practical life.

4. To inculcate habits of accuracy and speed.

"Apprehension by the senses supplies, directly or indirectly, the material of all human knowledge; or, at least the stimulus necessary to develop every inborn faculty of the mind."—Helmholz.

"Intellectual evolution is, under all its aspects, a progress in representativeness of thought."—Herbert Spencer.

Any good method of handling number work and Arithmetic must be in accord with the laws of mental growth. It is our aim at first to present to the child mind magnitudes for measurement, at first vague, then definite. Through this the idea of number as ratio is aroused. At first, objects expressing or involving conditions are presented to the senses, but gradually, as the child's representative powers grow, the objects are eliminated, and the more abstract processes are encouraged.

No abstract work is attempted in the first year of school, and no separate period is devoted to number work during the first term.

First Grade.

This work is correlated with the other objects, as, finding the page in the reader, measuring rows in a garden, counting number of plants, or children, or desks in a row, telling number of squares in a checkerboard fold, etc.

1. Comparisons and Measurements.—

Much attention is paid to the oral language. The terms large, small, long, short, light, heavy, etc., and their comparative degrees are taught through the use of concrete materials.

Dimensions are developed through actual measurement. Foot, yard, inch, square inch, cubic inch, pint, quart, cent, five cents, dime, pound.

2. Counting.—

No definite place or time in the program is devoted to this, but it is used incidentally whenever opportunities in the work of the school arise, e. g., passing material, number of children in class, etc. 1's to 30, 10's to 50, 5's to 25.

Symbols introduced incidentally throughout.

3. Combinations,—Through five.

4. Fractions.— $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, taught concretely.

See Speer's Arithmetic, Book I.

5. Game Work.—

Use game work when possible. Ring toss is excellent for teaching counting; Three Deep, a running game, for teaching combinations; marching by 1's, 2's, 4's, etc.

6. Sense Training accompanies all the work. Especial attention is given to sight, hearing, touch.

References Books:

Young and Jackson's Arithmetic, Book I.

Speer's Primary Arithmetic, Book I.

David Eugene Smith's Primary Arithmetic.

Longan's Primary Arithmetic.

Second Grade.

1. Common notation to 100.

2. Continue work in counting begun in First Grade. by 1's, 5's and 10's to 100; by 2's to 50. Use much in connection with games and thermometer.

3. Roman numerals on face of clock, and any others occurring in their work.

4. Combinations through 18.

5. Measurements and Comparisons.—

Review First Grade work. Quarter of dollar, half dollar, dollar; gallon; day, month, week, year; peck, bushel; square foot; dozen; ounce; days of the week, months of the year.

6. Fractions.— $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{3}{4}$.

7. Written Work.—

(a) Addition and subtraction. Give columns in each, the sum not to exceed twenty. Give the work quickly so there will be no time for counting. The combination should be recognized as quickly as a word. Subtraction is taught through addition. No "borrowing," nor "carrying."

(b) Multiplication. Develop concretely. Multiplicand of two orders, multiplier 2, 3, 4.

(c) Division. Dividend three orders, divisor not to exceed 4. Each digit in the dividend should be a multiple of the divisor.

(d) All problems are practical, and involve but one operation. Attention to form.

Reference Books:

See First Grade.

Third Grade.

1. Notation to 10,000.

2. Multiplication tables through 10×10 .

3. Division as the converse of multiplication. Rapid oral drill should be given daily in addition, subtraction, multiplication and division, both abstract and concrete.

4. Written Work.—

(a) Roman numerals to XX.

(b) Add numbers of two and three orders. Introduce "carrying."

(c) Subtraction based on addition. "Borrowing." Not over three orders in either minuend or subtrahend.

(d) Multiplication. Multiplication not over three orders; multiplier, one order.

(e) Division. Dividend not over four orders; divisor, one order.

Limit the time and demand accuracy and speed.

5. United States Money.—

Read, write, add and subtract. The decimal form is used only in connection with United States money.

6. Werner Arithmetic, Book I, pp. 9-129.—

Work on measurements, denominate units, fractions and problems.

Fourth Grade.

1. Notation and numeration of two and three period numbers.

2. Tables of 11's and 12's with thorough oral review of number facts in addition, subtraction, multiplication and division.

3. Written Work.—

(a) Continue addition and subtraction with larger numbers.

(b) Continue multiplication, the multiplier to consist of two or more orders.

4. Teach long division thoroughly.

5. Roman numerals to L.

6. Werner Arithmetic, Book I, pp. 129-256.

The work in this grade consists largely in fixing mechanical processes, and in increasing accuracy and speed in handling numbers. There is danger that the reasoning power may be insufficiently exercised, therefore, in every lesson a few minutes are set apart for problem work. The variety of oral problems in the Werner Arithmetic is very suggestive and helpful.

7. Tables of demoninate numbers systematized and learned: dry, liquid, long, surface, weight, time; reductions should include generally but one step and not over two steps.

8. Find areas and perimeters of given surfaces. Illustrate.

9. Simple business form of bills.

10. United States money in simple uses.

11. Fractions. Chiefly oral and very simple. Illustrate always. Addition, subtraction and multiplication. Division when practicable. Keep to fractions whose denominators are 2, 4, 8; 3, 6, 9; 5, 10.

Fifth Grade.

Children generally fail to sufficiently relate the processes in simple and fractional numbers. They are familiar with fractions in a simple way, and have handled them thus far objectively. In this grade the children will continue the work of previous grades in fractions, but the entire year will be devoted to forming simple generalizations, both in common and decimal fractions, and in their application in the processes with which children were familiarized in the lower grades. The numbers used are simple throughout. Some time can be given with profit to the merely oral interpretation of problems. The child's thought often becomes confused with the addition of the fractional element.

I. Common Fractions.—

1. Terms—Numerator and denominator. What each indicates.

2. Classification of fractions **according to value.**—
Proper, improper.

3. Expression of fractions in other forms and the ef-

fect on value, e. g., higher terms, lower or lowest terms, mixed numbers.

4. Addition of fractions; of mixed numbers.
5. Subtraction of fractions; of mixed numbers.
6. Multiplication. Developed objectively.
7. Division. Developed objectively.

Finding the least common multiple is introduced incidentally as the need arises for finding a common denominator. But the common denominator should generally be one of the multiples found in the multiplication tables, and children can often determine it by inspection. In other cases the least common multiple should be obtained through the factoring method only.

8. Fractions considered as the expression of a ratio, e. g., 8 is what part of 9? (Eight-ninths.)

9. Finding the whole when a part is given, e. g., 8 is two-thirds of what number?

All work must be concrete until the idea is thoroughly fixed, then drills in abstract examples may be given.

The principles underlying the four fundamental operations in whole numbers are the basis for the work in fractions and each fractional operation is approached from the standpoint of these principles.

II. Decimals.—

Decimals are considered but another form of expression of certain common fractions. Rules are developed for the four processes.

1. Thorough drill in the meaning and expression of decimals. Confine all work to cases involving decimals of not more than three orders, i. e., employ only tenths, hundredths, thousandths.

2. Drill in addition, subtraction, multiplication and division.

Common and decimal fractions are applied in all possible practical problems, in denominate numbers, and in surfaces. Rapid oral drills on the number facts in addition, subtraction, multiplication and division, using integers, are continued throughout the year.

Sixth Grade.

Werner Arithmetic, Book II., Part I.

Seventh Grade.

Werner Arithmetic, Book II., Part II.

Eighth Grade.

Werner Arithmetic, Book III. Omit the Algebra.

While the Werner Arithmetics are arranged on the "spiral plan," it is by no means intended that the subject for class work must be changed each day. Any one page may suggest work for several days, and work should be confined to that page until it is thoroughly understood. The new work must be developed before the book is used, therefore the teacher must be fully acquainted with the order and stage of progress of each division of subject matter which he is about to teach.

MUSIC IN TRAINING SCHOOL.

The essential things to be considered in the teaching of Music, are, the cultivation of the musical sense, the appreciation and love of music, the development of the understanding in the elements of music, the ability to read at sight.

By taking the child from the song to the study, and by relating the study centers to music of high character, the child gains power in the elements of music under the influence of the best musical thought, and thus attains the ideal of education, since the true spirit of the art of music dominates and influences him at every stage of his progress.

Course of study for the Eight Grades of the Training Department.

First Grade.

Rote songs, many songs well learned and properly sung develop both rhythm and pitch.

Ear training.

Monotone work.

The phrase is developed both by sight and sound.

Second Grade.

All previous work continued. The study of the staff begun. The staff used to represent the scales in all of the nine keys.

Parts of a song or scale passages written as sung: at first tone by tone.

Individual work.

Third Grade.

Previous work continued.

Eye training.

Study of different keys.

Original melodies written and sung; scale tones in rhythmic form.

Familiar tunes or parts of them written from memory of the melody.

Sight reading. Primer of Modern Series.

Fourth and Fifth Grades.

Previous work reviewed.

Sight reading.

Written work in all keys.

Two-part singing introduced by means of the round, and developed by interval drill.

Interval drill in intermediate tones.

First Book of Modern Series.

Sixth and Seventh Grades.

Sight reading.

Exercises in time and tune introducing such problems as the divided beat, beat and a half note, the twice divided beat, triplets, the unequally divided beat, and intermediate tones.

Two part singing continued. Second Book, Modern Series.

Eighth Grade.

Sight reading.

Studies in time; review of all time problems.

Studies in tune; chromatics, minor scales, two and three part harmony.

Throughout the Eighth Grades, more difficult problems are added as the child is ready for them, and the familiar problems are repeated in new and interesting songs and exercises.

DRAWING IN TRAINING SCHOOL.

This course represents a mere outline of the work attempted. The general topics presented are much the same throughout, varying according to season and grade. The object at first is to get free expression of the thought and

but little attention is given to skillful execution. Principles are developed gradually as children see the need for some definite help in getting results to satisfy themselves.

Twenty minutes daily are devoted to the drawing lesson in the primary grades; in the intermediate and grammar grades, two forty-five minute periods weekly.

First Grade.

Imaginative drawings, illustrating stories, games, occupations. Drawing from Nature and simple objects.

Paper cutting of the same objects.

Action drawings from poses.

Study of type forms.

Modelling in clay.

Mediums: Charcoal, watercolor, clay.

Second Grade.

First Grade work continued.

Nature study—Fruits, vegetables, foliage, plants.

Type forms.

Simple Compositions.

Mediums: Charcoal, watercolor, clay.

Third Grade.

Continuation of work in previous grades.

Illustrative drawings.

Object drawing in groups.

More definite work in geometric solids.

Beginning work in design.

Simple forms in historic ornament.

Egyptian ornament.

Fourth Grade.

Drawing from Nature and to illustrate work in geography, history, literature or written composition.

Pose drawings.

Compositions.

Decorative design.

Study of proportion and values.

Greek ornament.

Fifth Grade.

Work of Fourth Grade continued.

Illuminated initial letters.

Study of values, planes and the principles of perspective in relation to cylindric forms.

Landscapes, dictated, or as seen from windows, or on the campus.

Saracenic ornament.

Sixth Grade.

Landscape and nature.

Principles of perspective applied to drawing of rectangular objects; as boxes, baskets, books.

Throughout this grade especial attention is given to color, light and shade, form and proportion.

Seventh Grade.

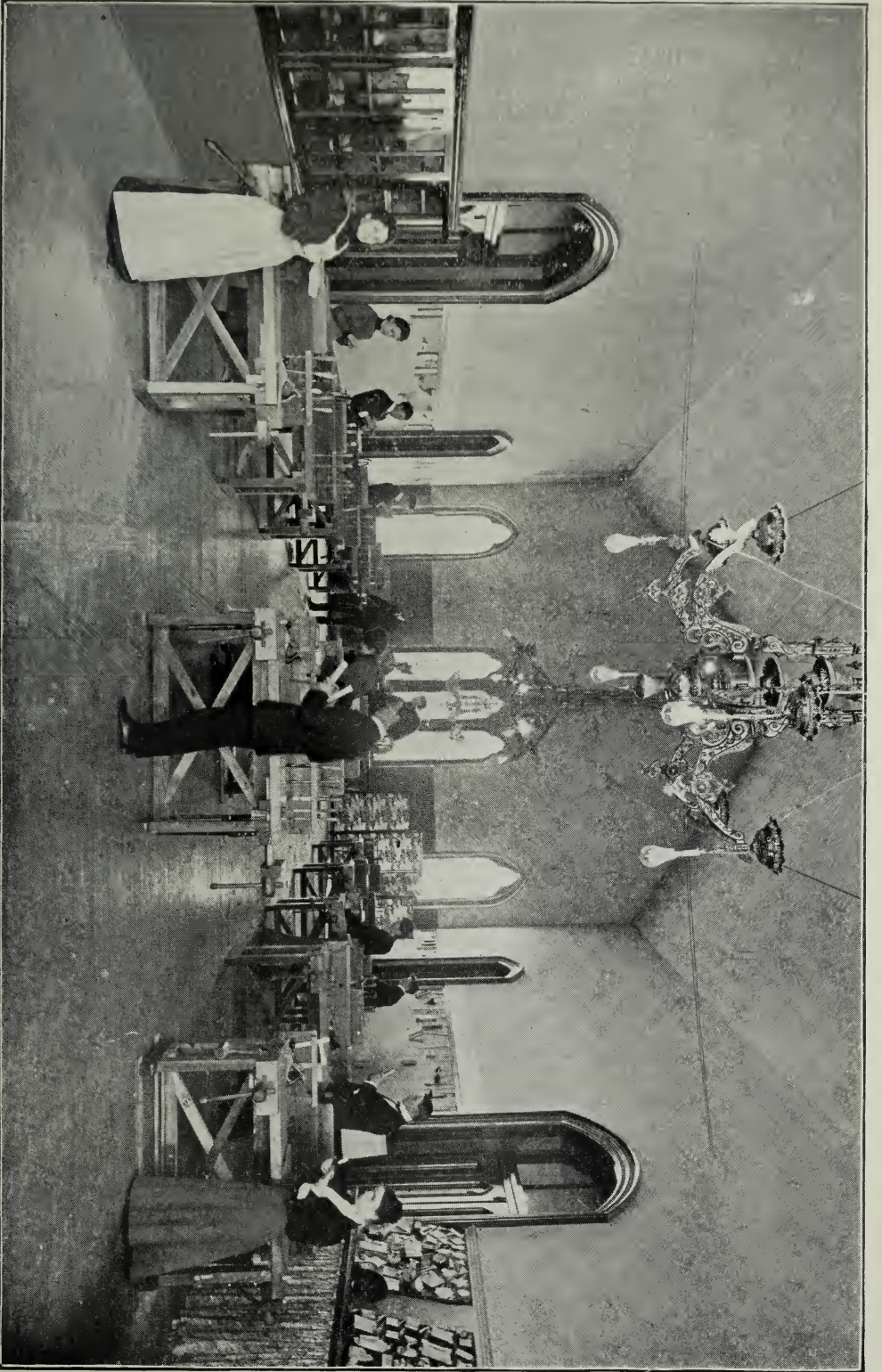
Continue work of Sixth Grade.

Special attention to design and composition, original designs for book covers, title pages, etc.

Eighth Grade.

All lines of work previously introduced are continued.

Memory sketching.



Working in flat tones for poster effects.

All possible mediums are used in the grades above the third.

MANUAL TRAINING IN TRAINING SCHOOL.

By Miss Janet Schurman, Late Supervisor and Instructor.

Manual training uses the activities of the child to develop him both physically and mentally, and at the same time to build up a strong, true, noble character, the highest product of education. It takes the child as he is, full of curiosity and muscular energy, and teaches him through his natural desire to know and to do. It gives him another means of expressing himself other than by speech, writing, or drawing, and deals more with the constructive element in expression work. A course of study in the primary grades should be a tentative one, one that will lend itself to change to suit the varying interests and needs of the pupil at this particular stage of his development. At first the child cares only to do those things which interest him, which appeal to his three-fold life at this time, namely, his home life, his play life, and his school life; so the model must touch one of these points of interest, besides being something that the worker recognizes as worthy of his best effort, and that can serve a purpose when finished. It must also be something that will help him realize himself, into which he can put his own thoughts and feelings; in this way his originality is developed. Free expression should be the aim at first; neatness and accuracy come as they see the need for it and as their muscles develop, enabling them to get such results. Each model must be something that shall not require too much mental and physical labor, so that the results may be quickly attained. They must be

varied both as to physical work and material, as children tire easily of any one thing.

At this period in a child's life he is very much given to imitating or acting out all the impressions he receives. So it is here that opportunity should be given for such by means of expression work in connection with stories such as Robinson Crusoe, Hiawatha, The Seven Little Sisters, etc.

The accompanying course of study is simply a frame work which can be dressed by the original teacher, exercising her judgment, to suit the needs of her pupils and classes at their different stages of development.

Several kinds of materials are used to lend variety to the work and thus maintain interest, and also to round out the whole character. Cord is a pliable material, offering little resistance, and utilizes the child's, especially the boy's, desire to carry about strings and to be knotting and tying them. Macrame and soft seine are the kind used, but if that is not obtainable any kind within reach will do. The teacher should never feel that the work cannot be done until a certain material is obtained. Learn to make use of all the materials at hand. No tools are used in this work, so the child has to manipulate his fingers.

Paper is perhaps the cheapest and easiest to obtain and requires only one tool at first, scissors. All children love to play with scissors. Afterwards the pencil and ruler are introduced. Much of the work in paper is given by dictation, thus training the children in habits of attention. Original design is sought for whenever practicable; that can be obtained, however, more in the decoration. Free-hand cutting opens up a wide field for the training of the eye to observe, the mind to judge of shape and size, and the hand to

produce the result. Cardboard work lays a good foundation for mechanical drawing, and also trains to habits of neatness and accuracy. Its pedagogical value lies in the fact that the pupil can determine for himself whether his measurements have been accurate or not; for instance, the sides of a box will not all be even at the top unless his measurements and work have been accurate.

Raffia is a material that can be bought at very little cost from any florist who uses it in the tying up of plants. It lends itself to original design as no other material does. There are three typical operations to be learned, namely, bundling and wrapping, braiding, and wrapping around cardboard. From these the children can work out a varied assortment of useful and pretty articles. Originality can be developed here more than in the other materials.

Clay is a material which appeals to every child. The work in this utilizes his desire to make mud pies, play in the sand heap, and to return to mother earth out of which to construct his ideals. It is a pliable material, yet offers enough resistance to teach the overcoming of obstacles. It goes hand in hand with art work.

Rattan is principally used in the making of baskets; if it cannot be obtained, willow twigs will do. It offers so much resistance that younger children cannot manipulate it easily, although the finer numbers can be used to some extent. It also develops originality.

Expression, or construction work is carried on in connection with history, literature, nature work and geography, and of course follows the course of study in those subjects. All stories are illustrated through this medium of expression, some of them developing the imagination and imitation, while others develop the inventive side. For in-

stance, when the story of Robinson Crusoe is taken up the problem of food, shelter, and clothing which faced him are presented to the child. He tries to solve these, and in solving them his inventive powers are educated and he is being developed as the race has been under the necessities of life. Everything that Robinson Crusoe made is reproduced by the children out of the various materials at hand.

First Grade.

Cord Work.—Horse lines; whip; pencil chain; curtain cord.

Paper Work.—

(a) Folding on diagonal. (This is easier way of folding paper as children have only two corners to watch.)

Picture frame; pin wheel.

(b) Folding on diameter.

Boxes of all kinds with and without covers; house; barn; chair; settee; screen; and May baskets.

(c) Free-hand cutting:

Faces of blocks used in Speer number work. Measuring any number of inches on a ruler then cutting simple geometric designs bringing in those measurements. The cutting of everything suggested by a rainy day, a cold day, Thanksgiving, Christmas, Valentine day, Washington's Birthday, etc.

Raffia.—Bundling and sewing rugs for doll house, coffee mats, or table mats.

Clay Modelling.—Simple geometric forms, animals and figures illustrating stories.

Expression Work.—Includes work in all materials necessary to illustrate the child's ideas in connection with his-

tory, literature, geography and number work in this grade. (A great deal of this work is given to add interest and give life to these subjects.)

In the study of farm life a miniature farm, having house, barn, windmill and fences is constructed. Stories such as "Jack and the Bean Stalk," "Golden Locks and the Three Bears," and others, are worked out.

Spinning and Weaving.—A spindle is made and children taught to spin. Next a primitive loom is made from round sticks tied together at the corners, and a rug for doll house is woven; also a holder made from yarn. (An Indian loom may be copied.)

Second Grade.

Cord Work.—Twine bag; cords and chains for various uses, made by learning to tie simple knots.

Paper.—

(a) Folding:

A full set of doll furniture consisting of chairs, settee, table, tabouret, screen, bed, dresser, etc.

(b) Free-hand:

Same as suggested in First Grade, except that more accurate work is expected, and more difficult models attempted.

Raffia.—

(a) Braiding:

Picture frame; coffee mat, or table mats

(b) Bundling:

Basket. (An original design.)

Clay Work.—Simple objects based on geometric forms,

such as apple from sphere, a drum or bottle from the cylinder, etc.; objects made in connection with expression work

Expression Work.—The story of Robinson Crusoe worked out in every detail, using the various materials. This leads up to the study of primitive life when the simple, crude tools used by man during that stage are fashioned.

An Indian village with wigwams, canoes, fireplace, forest, fur drying, bows and arrows, chiefs, squaws, papoose, etc.; Kablu's Home; Lake Dwellers' Home, and others are worked out in connection with Literature and other work.

Weaving.—A more modern loom is made, and a rug for the farm house is woven.

Third Grade.

Cord Work.—

- (a) Braiding with any number of strands. (Original work is expected.)

Belts made either from shoe strings, small hemp cord, or leather; ribbon collars, sachet bags, or pin cushions.

- (b) Knotting:

Watch fobs made from leather or silk cord; fan chains; cord for waist on which to hang scissors, thimble bag, and needle book, or pin ball.

- (c) Netting stitch:

Fish net in connection with study of Indian life; or butterfly net in connection with nature study.

Paper.—Simple cardboard models consisting of flat forms, trays, boxes, baskets, etc.

Raffia.—Doll hat. (An original design is required for this, and the most suitable time just before Easter.)

Picture frame wrapped. (The shape of frame to be original and cut from cardboard.)

Clay Modelling.—A continuation of Second Grade work.

Expression Work.—Working out the homes and surroundings of the "Seven Little Sisters," or any other work in the Course of Study.

Rattan.—Table mats; small simple baskets.

In all the lower grades upon special occasions suitable articles, such as Christmas presents, valentines, soldier caps and flags for Washington's Birthday, Easter cards and May baskets are made.

INTERMEDIATE GRADES.

In these grades the same principles obtain as in the primary, only the materials must offer somewhat more resistance to keep pace with the strengthening muscles of the pupils and the models must give more play to the unfolding mind. Their finer muscles are becoming now so developed as to insure a fair degree of accuracy and skill on the part of the workers, and this should be encouraged and stimulated as much as possible. Beauty of form and proportion should also be emphasized, leading the child's mind up to see the beauty in the perfect fitness of a part or the whole of a model as regards the use intended to be made of it. Here too, the child's interest in expression work grows less as his creative power begins to develop. This differentiates him from his fellows so that his ideas of personal possession become more pronounced; hence the models must appeal more to his sense of individual ownership. The course of study must still be flexible, yet can be

more fixed and more of a sequence than in the primary grades.

The materials are the same as those used in the preceding grades with the addition of bent iron, and more work in wood which should be systematically arranged, and also include simple design work both in models and decoration. The whittling and chip carving offers a fine field for the display of talents which would otherwise be more than wasted in the defacing of property and furniture which is often done by boys in whom nature is trying to work out her own methods. Use a talent rightly and it makes for good. All the models in bent iron are designed in the drawing class; these designs offer a fine field for the teaching of the principles of construction used in the building of houses, bridges, etc.

Fourth Grade.

Cord.—Same original work as suggested under (a) and (b) in Third Grade, only more difficult work is attempted. Netting stitch used to make either a receptacle bag for bicycles, a seine in connection with the study of the fishing industry, or Indian life, a hammock for a doll or in connection with sailor life in the tropics, or a photo net.

Paper.—

- (a) Free-hand cutting in connection with design work.
- (b) More difficult cardboard models than in preceding grade, the working out of which enables the children to read simple mechanical drawings; also the gluing together of these models neatly. (In the teaching of this, dictation should be used at first until children can read drawings, after which they

should work independently from chart drawings, which leads up to original designs; and also to their whittling where all of the models must first be drawn on paper, and after that the bench work in the grammar grades.)

Raffia.—Knotted bag, lined with some pretty material to be used as a hand bag.

Whisk-broom holder. (The pattern for this is cut free-hand; then cut from cardboard, which is wrapped with raffia and decorated in drawn-work design.)

Rattan.—Baskets in original designs. Indian baskets with designs sewed in.

Expression Work.—Building a Block House, Boone's Fort, Iroquois Long House, etc.

Clay.—Indians modelled; Indian pottery. (The history work at this period is the study of Indian life.)

Wood-Work.—Bows and arrows, canoes, boats and kites. Picture frame, and coffee pot stand whittled out and chip carved.

Fifth Grade.

Rattan.—Pin cushions, photo holders, baskets with oval bottom and sides woven in fancy weaves, doll chair, table, bed, etc.

Whittling.—

1. Material, 3-16 inch brass wood.
2. Processes learned:
 - (a) Whittling to straight and curved lines.
 - (b) Squaring up a piece of wood of two dimensions.

- (c) Chip carving.
3. Tools used:
Knife, ruler, try-square, compass.
4. Models:
Plant label, key tag, Greek cross, buzzer, yarn winder, paper file, key board, calendar back, picture frame, original designs in chairs, settees, tables, beds and all kinds of furniture. Decorated in chip carving wherever desirable.

Expression Work.—Early colony; Plymouth—Leyden Street, fort, early homes, etc.; colonial kitchen.

Sixth Grade.

Bent Iron.—

- (a) Bending of angles with flat-nose pliers:
Photo stand; tea pot stand.
- (b) Bending of curves with round-nose pliers:
Bracket, using a combination of curves
- (c) All designs original:
Coffee pot stand, pen rack, ink stand, letter rack, candle stick, etc.

Basketry.—Original work:

Work, and waste baskets. Indian baskets sewed with colored raffia.

GRAMMAR GRADES.

The work in these grades must be planned both with reference to sex and to their more developed bodies and maturer minds. Here begins the period of adolescence, the transition stage between child and adult when their natures are giving a hint of "the life to be," when they begin seri-

ously to consider the problems of life and their future career. Here the work should be, if possible, in the hands of a specialist who views it not alone from the utilitarian standpoint but from the view point of a subject able to train the boy or girl into habits of concentration, logical reasoning, accuracy, industry, patience, perseverance, self-control and self-reliance; independent workers and thinkers.

The materials should be such as to offer enough resistance to teach them to overcome obstacles as well as to provide an outlet for the nervous energy incident to this period. The work is arranged in a sequence of exercises leading up from the simple to the difficult. To the boys and to the girls who wish it, systematic tool instruction is taught and a series of exercises followed embodying the use of all the common tools, such as saw, plane, chisel, rule, try-square, gauge, spoke-shave, etc. All the models made are useful, so that the pupil will not feel that he is wasting his time practicing on a piece of wood only to be consigned to the waste pile. This gives him an incentive to put forth his best effort, and to put his own thought and feeling into his models.

Wood Work for Boys at Bench.—Simple Sloyd models such as flower stick, paper knife, tool rack, and coat hanger. The designing and making of games; checker boards, ping pong; and a sled.

After some of the common processes have become sufficiently familiar, the working out of original models is encouraged and expected. Some of the models are: coat hanger; flower pot stand, bringing in lap joint; bread board, carved; sleeve board; hammer handle; picture frame, carved; towel roller, designed and carved; pen tray; crumb tray; and boxes.

The facilities at present do not permit the teaching of cooking, but when the equipment can be obtained, it will also be added. At present the girls who prefer it take sewing instead of bench work. In cooking and sewing the object is the same as in the work at the bench, only the materials are such as not to require so much strength and bodily vigor. The girl of a domestic turn of mind can get much information and practice that will be of inestimable value to her in after years. She learns practical chemistry and applies it in the cooking of simple, plain foods. In sewing she learns all the plain stitches and methods of putting together garments such as plain and French fells; gathering and putting on of bands; gathering and ruffling; button holes; sewing on of buttons, hooks and eyes, tape, etc.; darning; patching and darning cloth; the hemming of linen, and lastly the drafting and making of garments.

Sewing for Girls.—Models with following stitches.

1. Running; basting; gathering; turning a hem in paper and cloth, requiring exact measurements.
2. Stitching; back stitching; combination; appropriate uses; overcasting.
3. Hemming; overhanding, selvages, laces, napery.
4. Bias, true and garment; seams, plain and felled.
5. Application of stitches in bag, apron, needle case, etc.
6. Tucking; putting on bands.
7. Plackets, shirt, undershirt, shirt-waist.
8. Gussett: Application of tapes.
9. Patching, linen; cotton, overhand and hem; wool, hemmed and stitched.
10. Darning, coarse and fine materials.
11. Hemstitching, handkerchief and drawn work.

12. Initial embroidery; satin embroidery; feather stitch.

NINTH GRADE.

The work of this grade with the exception of Latin, corresponds to our Sub-Normal course. Latin is a Freshman subject. Full credit is given in the Normal for all work done in this grade.

The work in grammar, arithmetic and civics may be done in one term when pupils are well prepared for the work. The Latin requires three terms. All other subjects require two terms.

I. Grammar.—

A general summary of the work of the Seventh and Eighth Grades with a view to amplifying the work and applying the laws and principles learned to larger units, more difficult selections, the solving of more complex problems, comparison of different authorities on disputed points, study of idioms, etc. Different text books are used as references.

2. History.—

General view of American history. Exploration and discovery period. The formation of the union. Struggle for commercial and political independence. Mexican war. Growth and development of territory. History and growth of slavery, Civil War, later history. Social and industrial development. Rise and growth of political parties.

3. American Literature.—

Finish text book. Newcomer's American Literature. Many whole classics studied in connection with different American writers. Selections made to suit conditions.

4. **Physiology.**—

Finish text book. The Elements of Physiology, Walters.

5. **Latin.**—

Finish First Latin Book, Collar and Daniell.

6. **Algebra.**—

Finish work in text, Academic Algebra, Beman and Smith, to Simultaneous Equations.

7. **Arithmetic.**—

General view of Arithmetic, text, Milne.

8. **Civics.**—

As outlined by Dr. Shannon.

TEXT BOOKS.

The text books named in the following list are supplied to the members of the several classes from the text book library. Others are to be found in the general or department libraries and are frequently employed in reference. Some subjects are taught entirely by the library, or research method. Any recent book on such a subject will be useful, and it is well for students to bring with them such books as they own.

Agriculture—Bailey.

Biology—Coulter, Gray, Jordan and Kellogg.

Chemistry—Newell.

Civics—Shannon.

Economics—Steele.

English.—

Grammar—Arnold and Kittredge; Mother-tongue II.

Rhetoric—Gardiner, Mother-tongue III.

American Literature—Newcomer.

English Literature—Pancoast.

English Language—Lounsbury.

Principles of Criticism—Crawshaw.

French.—

Grammar, Fraser and Squair.

Reading—Halevy, Hugo, Dumas, Sandeau.

Geography.—

Descriptive, Frye.

Physical—Dryer.

German.—

Grammar—Spanhoofd.

Reading—Seeligman, Super, Schiller, Freytag, Von Hillern, Sturm and others.

Greek.—

Grammar—Goodwin.

First Year—White.

Anabasis—Goodwin and White.

Iliad—Seymour.

Prose Composition—Jones.

History.—

United States—McMaster.

Ancient—Meyer, Fling.

Mediaeval—Meyer, Jones, Thatcher.

Modern European—Robinson.

English—Larned.

Advanced American—Mace, Caldwell.

Of Education—Seeley, Painter, Compayre, Davidson.

Latin.—

Grammar—Bennett, Allen and Greenough.

First Year—Collar and Daniell.

Caesar—Lowe and Ewing.

Cicero—Kelsey.

Vergil—Comstock.

Prose Composition—Jones, Abbott.

Mathematics.—

Arithmetic—Milne.

Algebra, Academic—Beman and Smith.

Algebra, College—Wentworth.

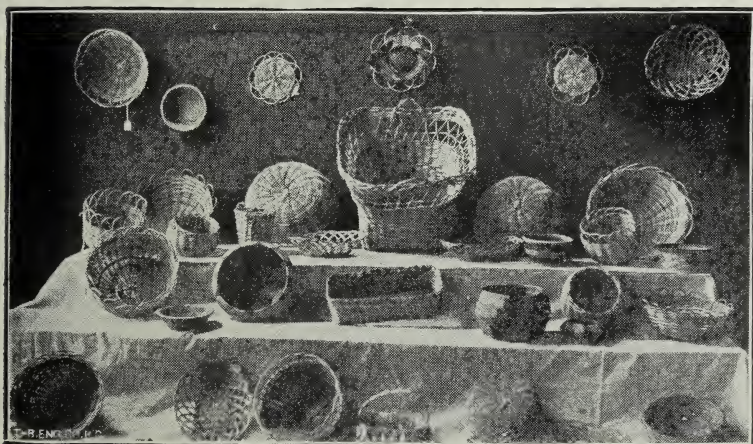
Geometry.—

Plane and Solid—Wells.

Analytic—Smith.



WOOD WORK—MANUAL TRAINING.



BASKET WORK DONE IN MANUAL TRAINING.



A CAMPUS VIEW.



CORNER IN THE OLD LIBRARY.

Trigonometry—Wells.

Surveying—Carhart.

Calculus—Snyder and Hutchinson.

Astronomy—Young.

Philosophy of Arithmetic—Beman and Smith.

Mythology—Graybey.

Pedagogy.—

School Management, Seeley.

Methods—McMurry, DeGarmo.

Supervision—Chancellor.

Physics—Hoadley, Sanford, Coleman.

Physiology—Walters.

Psychology.—Titchener, Dewey.

REGISTER OF STUDENTS.

SUMMER SCHOOL, 1904.

Name.	Postoffice.	County.
Aber, Alma.	Warrensburg	Johnson
Adams, Laura.	Warrensburg	Johnson
Alfter, Ellen.	River View.	Morgan
Allen, Bettie.	Sweet Springs.	Saline
Allen, Charles F.	Schell City.	Vernon
Allen, Effie.	Windsor	Henry
Allen, Honora C.	Weston	Platte
Allen, Nellie V.	Versailles	Morgan
Allen, Pinkie.	Sweet Springs.	Saline
Allison, Effie.	Johnstown	Bates
Alsop, T. E.	_____	Webster
Altheide, Anna.	New Haven.	Franklin
Armstrong, T W.	Arthur	Vernon
Armstrong, Roxie A.	Warrensburg	Johnson
Armstrong, Stacy.	Warrensburg	Johnson
Bailey, Kate.	Pleasant Hill.	Cass
Bailey, Leonard.	Warrensburg	Johnson
Baker, Kate.	Holden	Johnson
Ballard, Lucy.	Hickman Mills.	Jackson
Baltzell, J. E.	Deer Ridge.	Lewis
Barbee, F. H.	Webb City.	Jasper
Barber, Jennie E.	Springfield	Greene
Barkley, Elizabeth.	La Tour.	Johnson
Barton, Frank.	Warrensburg	Johnson
Basham, Clara L.	Lee's Summit.	Jackson
Beadles, Ethel.	Hume	Bates
Beattv, Cassie.	Rockport	Atchison
Beattv, Edwin.	Warrensburg	Johnson
Bell, May.	Kansas City.	Jackson
Benlow, Bessie.	Huntsville	Randolph
Bennett, Pearl.	Lee's Summit.	Jackson
Benz, Fred A.	Lincoln	Ralls
Bernesser, Nettie.	Lowry City.	St. Clair
Bickel, D. A.	Tarkio	Atchison
Bickel, May.	Tarkio	Atchison
Birge, Mrs. Clara R.	Peculiar.	Cass
Bishop, W. H.	Carterville.	Jasper
Bliss, Charles.	Warrensburg.	Johnson
Bliss, Florence.	Warrensburg.	Johnson
Blyholder, John F.	Raymore.	Cass
Board, Emma.	Appleton City.	St. Clair

Boesenberg, Hermie.	Langdon.	Atchison
Boesenberg, Winnetta.	Langdon.	Atchison
Bohn, Carolyn.	Jefferson City.	Cole
Boisseau, Anna.	Warrensburg.	Johnson
Bonnett, C. E.	Gallatin.	Daviess
Booher, L. E.	Savannah.	Andrew
Boundy, Emma.	Golden City.	Barton
Bower, Annabel.	Westboro.	Atchison
Bowlin, Lou.	Garden City.	Cass
Bowman, Ruth.	Jasper.	Jasper
Boyd, John.	Norwood.	Wright
Boyle, Marguerite.	Kingsville.	Johnson
Bradley, Edward T.	Spruce.	Bates
Breit, P. A.	St. Joseph.	Buchanan
Briggs, Ethel.	Deepwater.	Henry
Briggs, Lulu.	Deepwater.	Henry
Brink, E. T.	Parkville.	Platte
Brown, C. C.	Sheldon.	Vernon
Brown, Elmer B.	Golden City.	Barton
Brown, Guy E.	Lamar.	Barton
Brown, Laura.	Warrensburg.	Johnson
Brown, Lura R.	Warrensburg.	Johnson
Brownfield, Bess.	Centerview.	Johnson
Brunk, Emily A.	Jefferson City.	Cole
Bryant, Jessie.	Newmarket.	Platte
Buchanan, Gertrude.	Pleasant Hill.	Cass
Burden, Essie.	Gunn City.	Cass
Burke, C. A.	Warrensburg.	Johnson
Burks, Lulu M.	Warrensburg.	Johnson
Burney, Birdie.	Aurora.	Lawrence
Burriss, Vera.	Warrensburg.	Johnson
Buttons, C. H.	Liberal.	Barton
Butts, Mary A.	Dearborn.	Platte
Butts, Olie.	Dearborn.	Platte
Bywaters, Madeline.	Neosho.	Newton
Calhoun, Clara.	Kingsville.	Johnson
Calvert, Ida.	Windsor.	Henry
Camp, Frank W.	Warrensburg.	Johnson
Campbell, J. C.	Stillings.	Platte
Campbell, Laura Bell.	Hickman Mills.	Jackson
Capp, Resa.	Plattsburg.	Platte
Carroll, Ella.	Nelson.	Saline
Carroll, Lucy.	Escanoba.	Michigan
Carstarphen, Hallie.	Jefferson City.	Cole
Cassell, Georgia D.	Belton.	Cass
Cassell, Sadie.	Belton.	Cass
Chaney, Bessie.	Warrensburg.	Johnson
Chaney, Clara L.	Warrensburg.	Johnson

Cheatham, Winifred.	Warrensburg	Johnson
Cheatham, Leda.	Warrensburg	Johnson
Cheatham, Edith M.	Kansas City	Jackson
Cherry, Leo May.	Warrensburg	Johnson
Coates, Emily.	Vienna	Maries
Coiner, Fred.	Golden City	Barton
Coleman, Anna.	Warrensburg	Johnson
Coleman, Elizabeth.	Warrensburg	Johnson
Coleman, Ethel N.	Warrensburg	Johnson
Collins, Geneva.	Warrensburg	Johnson
Conn, Curtis G.	Raymore	Cass
Connelly, Julia.	Rich Hill	Bates
Connor, Anna.	Lamonte	Pettis
Conway, Eleanor.	Warrensburg	Johnson
Cook, T. L.	Ernest	Dade
Coon, S. R.	Hermitage	Hickory
Cooper, Pemberton.	Windsor	Henry
Coover, Elsie.	Blairstown	Henry
Coover, Jessie.	Blairstown	Henry
Corbin, Estella.	Drexel	Cass
Corbin, Louella.	Drexel	Cass
Corington, Beulah.	Gower	Clinton
Cotten, Fannie.	Sprague	Bates
Couch, Eva A.	Knob Noster	Johnson
Couchman, H. L.	Adrian	Bates
Cox, Eva.	Windsor	Henry
Crawford, Oliver T.	Fairfield	Benton
Cress, Lucile.	Warrensburg	Johnson
Crook, Allen.	Excelsior Springs	Clay
Crow, W. W.	Spruce	Bates
Cruce, Georgia Lee.	Warrensburg	Johnson
Cruzen, Mabel.	Warrensburg	Johnson
Cunningham, Mary.	Clarence	Shelby
Curry, A. R.	Centerview	Johnson
Dallas, Etta E.	Pleasant Hill	Cass
Dalton, Grace E.	Warrensburg	Johnson
Danforth, Lillie.	Warrensburg	Johnson
Daniel, W. O.	Clarence	Shelby
Davidson, Phebe.	West Plains	Howell
Davis, Pearle.	Thomasville	Oregon
Davis, S. E.	Eldorado Springs	Cedar
Davis, T. O.	Blackoak	Caldwell
Dawson, Cora.	Versailles	Morgan
Dawson, Kate.	Lamar	Barton
Demand, Stanley.	Warrensburg	Johnson
Denny, Pearl N.	Maryville	Nodaway
DeWitt, Ruth.	Garden City	Cass
Dickerson, Eugene.	Centralia	Boone

Dickison, Pearle.	Montrose	Henry
Dietz, Edith.	Warrensburg	Johnson
Dillingham, Delphia.	Odessa	Lafayette
Dixon, Bessie.	Warrensburg	Johnson
Dixon, Minnie.	Warrensburg	Johnson
Doll, Edmund.	Hermann	Gasconade
Donaldson, Bertha.	Independence	Jackson
Donaldson, Myrle.	Warrensburg	Johnson
Donnohue, R. Ellerbe.	Sumner	Chariton
Doolin, Cora.	Warrensburg	Johnson
Douglass, Osa.	Lowry City	St. Clair
Drummond, Myrtle.	Warrensburg	Johnson
Dryden, L. C.	Sturges	Livingston
Duff, A. W.	Neosho	Newton
Duff, Lucile.	Neosho	Newton
Duff, William.	Neosho	Newton
Duncan, Finis.	Boonsboro	Howard
Duncan, Nellie.	Northboro	Iowa
Dunham, Sarepta A.	Warrensburg	Johnson
Dunlap, Grace.	Kansas City	Jackson
Dunlap, John W.	Farmington	St. Francois
Dutcher, Marie.	Kirksville	Adair
Earp, Daisy.	Lamar	Barton
East, Edna E.	Appleton City.	St. Clair
East, Suda C.	Appleton City.	St. Clair
Ebbs, Nellie.	Warrensburg	Johnson
Edmondson, Bettie.	Independence	Jackson
Ellenberger, Ida M.	Polo	Caldwell
Ellis, Lycurgus.	Excelsior Springs	Clay
Ellis, Stella Z.	Warrensburg	Johnson
Engleman, Rose L.	Kansas City	Jackson
Etherton, H. C.	Braymer	Caldwell
Eubank, Magdalene.	Otterville	Cooper
Evans, Dora.	Golden City	Barton
Evans, Mrs. Frances.	Kingsville	Johnson
Famuliner, C. M.	Garden City	Cass
Farnsworth, W. T.	Madisonville	Ralls
Farrand, Neva.	Greenfield	Dade
Feagans, Ida.	Warrensburg	Johnson
Fellers, Blanche.	Lamar	Barton
Ferguson, M. C.	Warsaw	Benton
Ferguson, Olive.	Warrensburg	Johnson
Ferguson, Sallie.	Warrensburg	Johnson
Fewel, Olive.	Clinton	Henry
Filson, Ethel.	Westboro	Atchison
Finch, Anna May.	Warrensburg	Johnson
Fisher, Kelley.	Mercer	Mercer
Flamming, Julia.	Rich Hill	Bates

Flanagan, May.	Kansas City	Jackson
Fleming, Mattie.	Rockport	Atchison
Fombelle, Edna L.	Sweet Springs	Saline
Fombelle, Maude.	Sweet Springs	Saline
Forgey, Carl.	Eldorado Springs	Cedar
Fowler, Rachel.	Pittsburg	Hickory
Franklin, Anna.	Lee's Summit	Jackson
Frazier, Duffy.	Austin	Cass
Frazier, Florence.	Aurora	Lawrence
Fryer, Alice.	Kingsville	Johnson
Fullerton, Stella.	Oyer	St. Clair
Funkenbusch, F. L.	Canton	Lewis
Gallagher, Mabel.	Tipton	Moniteau
Gallagher, Kathryne.	Warrensburg	Johnson
Gauss, Elda.	Centerview	Johnson
Geer, Cora M.	Warrensburg	Johnson
Geer, Mabel.	Warrensburg	Johnson
Geerv, Edith Y.	Warrensburg	Johnson
George, Mrs. Kittie.	Schell City.....	Vernon
Gill, Jennie.	High Point.....	Moniteau
Gill, Nora.	Braymer	Caldwell
Gillum, Pansy.	Knob Noster	Johnson
Giltner, Hattie.	Blairstown	Henry
Gladden, Minnie.	Turley	Texas
Glass, Ora.	Knob Noster	Johnson
Good, Ida.	Clinton	Henry
Goodknight, Zella.....	Montserrat	Johnson
Gordon, Rose.	Blanche	Douglass
Gowans, Amy.	Centerview	Johnson
Graham, Flora.	Warrensburg	Johnson
Graham, Ruth.	Independence	Jackson
Grant, Eurith.....	Shelbina	Shelby
Graves, Edna.	Weston	Platte
Gray, Cora.	Lamar	Barton
Gray, Dixie.	Fayette	Howard
Gray, Effie.	Grey's Points	Lawrence
Gray, Fred J.	Warrensburg	Johnson
Gray, Jessie L.	Fayette	Howard
Gray, Olive.	Lamar	Barton
Grayson, Jayne.	Tiffin	St. Clair
Green, Mrs. Alberta C.	Craig	Holt
Grier, Viola.	Warrensburg	Johnson
Griffith, Phebe.	Grey's Point.....	Lawrence
Griffiths, H. M.	Dawn	Livingston
Gross, Frieda.	Lakecreek	Benton
Groves, Ona.	Holden	Johnson
Hackler, John M.	Adrian	Bates
Hackler, Robert.	Tilden	Dallas

Hackley, Nora.	Miami	Saline
Hagemayer, Emma.	McGirk	Moniteau
Haldeman, Virginia.	Wakenda	Carroll
Hale, E. F.	Wooldridge	Cooper
Hall, Ella.	Watson	Atchison
Hall, Jesse, J.	Savannah	Andrew
Haller, Earl C.	Fristoe	Benton
Hamilton, E. C.	Independence	Jackson
Hamilton, Mrs. E. C.	Independence	Jackson
Hampson, Elizabeth.	Tarkio	Atchison
Hankins, Carrie.	Corning	Holt
Hanna, Netta.	Chilhowee	Johnson
Harman, Pearl.	Warrensburg	Johnson
Harra, Frederic C.	Buckner	Jackson
Harris, Ada.	Pittsville	Johnson
Harris, C. L.	Latour	Johnson
Harrison, Annice.	Blairstown	Henry
Harrison, Belle.	Kansas City	Jackson
Harrison, E. L.	Blairstown	Henry
Hastings, Hallie.	Zora	Benton
Hayden, J. S.	Eldorado Springs	Cedar
Hart, Mary.	Excelsior Springs	Clay
Hartnett, Edmund E.	Warrensburg	Johnson
Harry, Bertram.	Jasper	Jasper
Harvey, Alice.	Piedmont	Wayne
Harwood, Mayme.	Warrensburg	Johnson
Harwood, Ruth.	Maysville	DeKalb
Heberling, Lydie.	Warrensburg	Johnson
Helm, Althea.	Warrensburg	Johnson
Henderson, Maude.	Westboro	Atchison
Hendrickson, Frank.	Buffalo	Dallas
Hendrickson, J. R.	Clinton	Henry
Herman, B. W.	Glasgow	Howard
Herriott, Alice.	Kansas City	Jackson
Hickman, Elsie.	Warrensburg	Johnson
Hickman, Lewis C.	Slater	Saline
Hickman, Lurline.	Slater	Saline
Highfill, Edward.	Elkland	Webster
Hill, Bessie.	Knob Noster	Johnson
Hirsch, Ethel.	Warrensburg	Johnson
Hirsch, Hazel.	Warrensburg	Johnson
Hocker, Hallie B.	Rockville	Bates
Hocker, Myrtle.	Rockville	Bates
Hoel, Gertrude.	Lockwood	Dade
Hollenbeck, Clara.	Knob Noster	Johnson
Hollenbeck, Fannie.	Knob Noster	Johnson
Holwell, Minnie.	Adrian	Bates
Houts, Sydney.	Warrensburg	Johnson

Howard, Martha.	Warrensburg	Johnson
Howells, Mamie.	Rathbone	Phelps
Hull, Gertrude.	Centerview	Johnson
Hulse, Georgie B.	Smithville	Clay
Human, B. W.	Glasgow	Howard
Hunt, Jessie L.	Warrensburg	Johnson
Hunter, M. D.	Edwards	Benton
Hurt, T. M.	Lawson	Ray
Ingels, Mattie.	Coleman	Cass
Inman, Mary.	Monett	Barry
Jacoby, Clara M.	Centerview	Johnson
Jarrott, Effie.	Harrisonville . . .	Cass
Jaynes, C. F.	Ebb	St. Clair
Jeans, Clay (Miss)	Warrensburg	Johnson
Jeans, Flora A. (Mrs.) ..	Warrensburg	Johnson
Jenkins, Cecelia.	Urich	Henry
Jenner, Mary.	Warrensburg	Johnson
Jerome, Nellie G.	Chilhowie	Johnson
Jeter, Mrs. Sena A.	Warrensburg	Johnson
Job, Bertha.	Cleveland	Cass
John, W. E.	Joplin	Jasper
Johnson, Berkley G.	Braymer	Caldwell
Johnson, Frances.	Holden	Johnson
Johnson, Josie.	Fredonia.	Benton
Johnson, Lawrence.	Braymer.	Caldwell
Johnson, Mary.	Granby	Newton
Johnson, Minnie.	Fredonia	Benton
Johnson, W. C.	Elmgrove	Holt
Johnson, Pearl.	Marshall	Saline
Johnston, Ida.	Hume	Bates
Jones, Jeanette.	Kansas City	Jackson
Jones, Marguerite.	Higginsville	Lafayette
Jones, Norma.	Warrensburg	Johnson
Jones, Thos. E.	Warrensburg	Johnson
Joy, Mabel M.	Ravenwood	Nodaway
Keats, Juanita.	Maysville . . .	DeKalb
Kenagy, C. Lee.	Warrensburg	Johnson
Kenagy, Ida.	Hamilton	Caldwell
Kenagy, Jessie.	Gunn City	Cass
Kendall, Ollie.	Rockport	Atchison
Kerr, Mrs. Mary F.	Clinton	Henry
Kerr, Theo.	Ash Grove	Greene
Kidd, Phoebe.	Warrensburg	Johnson
Kilgore, W. H.	Greenfield	Dade
King, Eliza.	Sweet Springs	Saline
King, Lula.	Sweet Springs	Saline
Kingsbaker, Rae.	Sedalia	Pettis
Knight, G. A.	Butler	Bates

Kroschen, Louis F.	Versailles .	Morgan
Laidlaw, John.	Purdy .	Barry
Laidlaw, W. H.	Purdy .	Barry
Laidlaw, W. N.	Hume .	Bates
Lamb, Ella.	Warrensburg	Johnson
Lampkin, Clay.	Warrensburg	Johnson
Lancaster, E. R.	Warrensburg	Johnson
Lane, Bessie.	Kansas City	Jackson
Lane, Bessie E.	Warrensburg	Johnson
Lane, Flora.	Warrensburg	Johnson
Lane, Jessie.	Rockport .	Atchison
Lane, Mary Parke.	Drexel .	Cass
Langendoerfer, Martha.	Hermann .	Gasconade
La Rue, Rheua.	Warrensburg	Johnson
Lawrence, Nancy A.	Brown Branch	Taney
Lear, Alice.	Urlich .	Henry
Lee, W. B.	Bolivar .	Polk
Leeton, Abbie L.	Schell City	Vernon
Lewis, Geo. J.	Story	St. Clair
Liggett, John F.	Cleveland	Cass
Lightcap, Agnes.	Raymore	Cass
Little, Beulah.	Warrensburg	Johnson
Little, Charles.	Warrensburg	Johnson
Little, Esther.	Warrensburg	Johnson
Logan, Effie.	Aurora .	Lawrence
Long, Rena.	Bolckow .	Andrew
Lorton, Abbie L.	Schell City	Vernon
Luther, Elsie.	Warrensburg	Johnson
Lyle, C. H.	Warrensburg	Johnson
Lyle, Forrest.	Hume	Bates
McAfee, R. D.	Orrick .	Ray
McCamment, Elizabeth. ..	Warrensburg	Johnson
McCartv. Josephine.	Warrensburg	Johnson
McCement, Kate.	Butler .	Bates
McClintock, D. N.	Milton .	Atchison
McClure, Ada.	Mineral Springs	Barry
McClure, C. H.	Hartville	Wright
McCorkle, T. A.	Kearney .	Clay
McCormack, S. G.	Bates City	Lafayette
McCormick, Anna.	Marshall .	Saline
McElroy, Benj.	Higginsville .	Lafayette
McElroy, Floyd.	Higginsville .	Lafayette
McElrov, Irving.	Mayview .	Lafayette
McGinnis, Roxie.	Kearney .	Clay
McGlothlin, Vina.	Kingston .	Caldwell
McKinley, P. J.	Tiffin .	St. Clair
McMahan, Fannie.	Hoffman	Johnson
McMahan, Stella.	Warrensburg	Johnson

McNulty, Kathryn.	Sarcoxie	Jasper
McPherson, J. E.	Martin City	Jackson
McVey, W. M.	Bidwell	Laclede
McVey, Anna.	Blairstown	Henry
Malott, Jas. I.	Warrensburg	Johnson
Mardick, Madge.	Golden City	Barton
Masterson, W. G.	Appleton City	St. Clair
Marquis, Maud.	Blackburn	Saline
Martin, Carrie.	Hughesville	Pettis
Martin, Eva.	Hughesville	Pettis
Masters, Clyde.	Bellamy	Vernon
Matson, Maggie.	Barnard	Nodaway
Maxwell, Minnie.	Papinsville	Bates
Mayer, Rena.	Liberal	Barton
Mayhugh, Lochie.	Warrensburg	Johnson
Mayhugh, Norman.	Warrensburg	Johnson
Mays, Ella.	St. Joseph	Buchanan
Mayse, Arthur.	Sweet Springs	Saline
Meade, Annie.	Warrensburg	Johnson
Meade, Josephine.	The Plains.	Fanquier, Va.
Meiley, Grace Agnes.	Warrensburg	Johnson
Melcher, B. F.	Jerico	Cedar
Melcher, Mary.	Jerico	Cedar
Mendenhall, Elsie E.	Pleasant Hill.	Cass
Miles, Ethel.	Independence	Jackson
Miller, Anna.	Cole Camp	Benton
Miller, Helen.	Warrensburg	Johnson
Miller, Mary H.	Sumner	Chariton
Miller, Mayme.	Odessa	Lafayette
Miller, Viola.	Greenwood	Jackson
Miller, Wrenetta.	Warrensburg	Johnson
Mills, Lizzie.	Ferguson	St. Louis
Misener, W. E.	Sheldon	Vernon
Mitchell, Ethel.	Thayer	Oregon
Mitchell, Edmonia.	Norborne	Carroll
Mitchell, George F.	Greenfield	Dade
Mitchell, Grace.	Thayer	Oregon
Mitchell, P. N.	Norborne	Carroll
Mokri, Mary.	St. Joseph	Buchanan
Money, Della.	Mt. Vernon	Lawrence
Money, J. E.	Mt. Vernon	Lawrence
Moon, Alfred.	Carthage	Jasper
Monroe, Sadie.	Urish	Henry
Moore, Ella.	Warrensburg	Johnson
Moore, Emily.	Warrensburg	Johnson
Morris, Elsie.	Maitland	Holt
Morris, Mattie.	Oregon	Holt
Morris, R. E.	Sparta	Christian

Morrow, Baxter.	Warrensburg	Johnson
Morrow, Mary.	Warrensburg	Johnson
Morrow, W. E.	Warrensburg	Johnson
Morse, Freddie.	Warrensburg	Johnson
Morton, Emra.	Warrensburg	Johnson
Morton, L. H.	Hermitage	Hickory
Morton, Lola.	Warrensburg	Johnson
Morton, Lulu Mae.	Lebanon	Laclede
Morton, Winna.	Warrensburg	Johnson
Mosby, A. L.	Chesapeake	Lawrence
Mothersead, D. E.	Albany	Gentry
Mulock, Lucretia.	Bolckow	Andrew
Mumm, Edna A.	Mound City	Holt
Mundy, Dovia.	Lisbon	Howard
Murch, H. G.	Lamar	Barton
Murphy, Belle.	Independence	Jackson
Murphy, Luther.	Ludlow	Livingston
Murray, Annie.	Jefferson City	Cole
Murray, L. Emma.	Liberal	Barton
Myers, Millard E.	Freeman	Cass
Neff, Ella M.	Higginsville	Lafayette
Neff, J. J.	Higginsville	Lafayette
Neidert, Louis J.	Highgate	Maries
Nelson, A. P.	Forsythe	Taney
North, Stella.	Lowry City	St. Clair
Oakerson, W. M.	Skidmore.	Nodaway
O'Brien, Edna.	Holden	Johnson
Ordnung, Rose.	Burlington Junction	Nodaway
Osborn, Susie.	Higginsville	Lafayette
Osgood, Lola.	Morgan	Laclede
Owen, Bettie L.	Camden Point	Platte
Park, Lura.	Butler	Bates
Parker, Eulah.	Pleasant Hill	Cass
Parker, Ivy.	Warrensburg	Johnson
Parker, W. R.	Liberal	Barton
Parry, Edna.	Gunn City	Cass
Patterson, Bert.	Kingsville	Johnson
Pavton, F. M.	Lee's Summit	Jackson
Pearson, Brenda.	Lamar	Barton
Pearson, Hattie.	Kansas City	Jackson
Peck, Itasca.	Marionville	Lawrence
Peck, Menta.	Richmond	Ray
Perrine, Ethel.	Holden	Johnson
Pettv, Lena M.	Clinton	Henry
Petty, Mattye.	Clinton	Henry
Philippi, H. C.	Rockport	Atchison
Phillips, Harry.	Bates City	Jackson
Pierce, Martha.	Neosho	Newton

Ping, J. J.	Mt. Vernon	Lawrence
Polk, Grace R.	Kansas City	Jackson
Pond, Katherine.	Chillicothe	Livingston
Popplewell, Myrtle.	St. Joseph	Buchanan
Powell, Edith.	Strasburg	Cass
Powell, Mabel.	Strasburg	Cass
Poynter, Fannie.	Mound City	Holt
Pumphrey, Louella.	Dearborn	Platte
Pyle, Madge... ..	Umber	Cedar
Rader, A. O.	Bolivar	Polk
Ragsdale, Rosa.	Chapel Hill	Lafayette
Ramsey, Ora.	Kansas City	Jackson
Rawlins, Ernest.	Buffalo	Dallas
Rayhill, Chas. B.	Parkville	Platte
Rayhill, Martha.	Warrensburg	Johnson
Reavis, Effie.	Clarksburg	Moniteau
Reavis, G. H.	Skidmore	Nodaway
Reavis, Leota.	Excelsior Springs	Clay
Reed, Laura.	East Lynne	Cass
Reed, M. H.	East Lynne	Cass
Reichel, Myrtle.	High Point	Moniteau
Renick, Laddie.	Oak Grove	Jackson
Reynolds, Mary.	So. St. Joseph	Buchanan
Rice, F. R.	Nixa	Christian
Richards, Maude.	Warsaw	Benton
Riddle, C. F.	Polo	Caldwell
Ritter, Bert.	Lee's Summit	Jackson
Roach, M.	Mayview	Lafayette
Robbins, Bert.	Monett.	Barry
Robbins, Luella.	Monett.	Barry
Roberts, E. Kate.	Holden.	Johnson
Roberts, Myrtle.	Chamois	Osage
Roberts, Virgie.	Bolivar	Polk
Robertson, Grace.	Houstonia	Pettis
Robertson, Nellie.	Warrensburg	Johnson
Robinson, L. F.	Rich Hill	Bates
Robinson, Leonard.	Warrensburg	Johnson
Rogers, Lela F.	Warrensburg	Johnson
Rogers, Annie.	Helena	Andrew
Rolston, Louise.	Lincoln	Benton
Ross, Dora Edna.	Clearmont	Nodaway
Ross, Mary E.	Grant City	Worth
Roth, F. G.	Hermann	Gasconade
Rowe, J. J.	Granby	Newton
Rowland, Phebe.	Warrensburg	Johnson
Ruenzi, Jozie E.	St Charles	St. Charles
Rusk, Roxie O.	Liberty	Clay
Sanderson, Sadie.	Kansas City	Jackson

Sands, Ella A.	Lincoln	Benton
Saunders, Idella.	Warrensburg	Johnson
Saylors, Ethyl.	Excelsior Springs	Clay
Schafer, Carl.	Warrensburg	Johnson
Schlessman, Aaron.	Neosho	Newton
Scholes, Lena.	Granby	Newton
Scott, Gertrude.	Warrensburg	Johnson
Scott, Grace.	Olean	Miller
Scott, Maud.	Tarkio	Atchison
Scott, Thomas.	Hamilton	Caldwell
Selvidge, Minnie.	Warrensburg	Johnson
Settle, Mabel.	Orrick	Ray
Shaffer, Pearle.	Osceola	St. Clair
Shapley, Horace.	Jasper	Jasper
Shapley, Lillian.	Jasper	Jasper
Shaw, Lucy E.	Warrensburg	Johnson
Sheeren, Mary.	Blairstown	Henry
Shepard, Charlene.	Warrensburg	Johnson
Sherard, Odie (Miss) ...	Maysville	DeKalb
Shikles, Edna.	Plattsburg	Platte
Shirley, Minnie M.	Warrensburg	Johnson
Shirlev, Pearl.	Warrensburg	Johnson
Shirling, Albert E.	Creve Coeur	St. Louis
Shock, Lillie.	Warrensburg	Johnson
Shockey, Edna.	Ottawa	Kansas
Short, R. R.	Fortuna	Moniteau
Shortridge, Lelia.	Tipton	Moniteau
Shortridge, W. F.	Dearborn	Platte
Shouse, Virginia.	Lexington	Lafayette
Shuev, Kay.	East Lynne	Cass
Sievers, John F.	Concordia	Lafayette
Simpson, Bessie.	Warrensburg	Johnson
Slocum, Edna.	Longwood	Pettis
Slocum, May.	Pacific	Franklin
Smiser, Clara Bruce.	Warrensburg	Johnson
Smith, Grace.	Hamburg	Iowa
Smith, Laura K.	Warrensburg	Johnson
Smith, M. Inda.	Montrose	Henry
Smith, Wm. F.	Holden	Johnson
Snoddy, Ethel.	Warrensburg	Johnson
Snoddy, Lois.	Warrensburg	Johnson
Sodeman, Harriet.	Camden Point	Platte
Sodeman, J. M.	Camden Point	Platte
Sodeman, Nannie R.	Camden Point	Platte
Sparks, Eva.	Warrensburg	Johnson
Sprague, Leota.	Knob Noster	Johnson
Spencer, Bertie.	Barry	Clay
Spencer, Eva.	Appleton City	St. Clair

Spreckelmeyer, Florence.	Berger	Franklin
Stanley, Mary.	Warrensburg	Johnson
Stark, Madge.	Warrensburg	Johnson
Steele, Lulu.	Warrensburg	Johnson
Steinmeyer, Minnie.	Odessa	Lafayette
Stephens, Effie.	Carthage	Jasper
Stephens, Francis M.	Hume	Bates
Stephens, R. Rex.	Warrensburg	Johnson
Sterling, Edna.	Warrensburg	Johnson
Stewart, Harriet.	Union Star	DeKalb
Stevenson, Grace.	Skidmore	Nodaway
Stewart, L. J.	Brunswick	Chariton
Stewart, Rosental E.	Pickering	Nodaway
Still, Florence Ida.	Creighton	Cass
Stites, H. L.	Pilot Grove	Cooper
Stone, Josephine.	Warrensburg	Johnson
Story, Bertha.	Warrensburg	Johnson
Stuart, Lizzie.	Warrensburg	Johnson
Stuart, Marie.	Warrensburg	Johnson
Stukey, Siddle.	Schell City	Vernon
Suddath, Mae.	Jamestown	Moniteau
Suddath, Mary Martha.	Warrensburg	Johnson
Sweeney, Nellie.	Ravenwood	Nodaway
Sweeney, Rosa.	Ravenwood	Nodaway
Talbott, V. W.	Oak Grove	Jackson
Taylor, Bertha.	Rockport	Atchison
Taylor, Chas. M.	Millbrook	Cole
Taylor, Martha B.	Kansas City	Jackson
Taylor, Maude.	Cole Camp	Benton
Taylor, Walter L.	Warrensburg	Johnson
Thomas, Elizabeth.	Warrensburg	Johnson
Thomas, Meta.	Warrensburg	Johnson
Thomas, Nannie M.	Cameron	Clinton
Thornhill, Maud.	Gray's Summit	Franklin
Thornton, J. F.	Jerico	Cedar
Thompson, Edith.	Lamar	Barton
Tice, Bessie.	Hodge	Lafayette
Tidball, Elizabeth.	Kingston	Caldwell
Turrentine, R. J.	Mt. Vernon	Lawrence
Toomay, Daniel.	Braymer	Caldwell
Trapp, John H.	Fristoe	Benton
Trotter, Stuart.	Warrensburg	Johnson
Tugel, D. E.	Hermann	Gasconade
Tunes, Margaret.	Raymore	Cass
Turner, Mae.	Warrensburg	Johnson
Tygart, Leva.	Aldrich	Polk
Tyler, Edith.	Warrensburg	Johnson
Tyler, Essie, Mrs.	Lamar	Barton

Ummel, Maude.	King City	Gentry
Vance, Elizabeth.	Warrensburg	Johnson
Vaughan, Frances.	Warrensburg	Johnson
Vaughan, Leora	Warrensburg	Johnson
Vaughan, Oren.	Poplar Bluff	Butler
Vernaz, Juanita.	Warrensburg	Johnson
Votaw, Bessie.	Eureka	St. Louis
Walden, Daisy.	Pleasant Hill	Cass
Walker, T. J.	Belton	Cass
Wallace, Elma G.	Sheldon	Vernon
Wallace, Nannie.	Warrensburg	Johnson
Wallace, Tom.	Warrensburg	Johnson
Warren, Elizabeth.	Sedalia	Pettis
Warren, W. D.	Blue Springs	Jackson
Warren, W. D. (Mrs.) ...	Blue Springs	Jackson
Watkins, Celia.	Pleasant Hill	Cass
Webb, D. M.	Oak Grove	Jackson
Webb, Lewis S.	Oak Grove	Jackson
Welch, Bessie	Warrensburg	Johnson
Welch, Ellmore J.	Keytesville	Chariton
Wells, J. W.	Dayton	Cass
Wells, Sallie.	Rockport	Atchison
West, Della.	Weatherby	DeKalb
White, Althea.	Hamburg	St. Charles
White, Jas. H.	Boonsboro	Howard
Whitman, Addie.	Warrensburg	Johnson
Whitman, Julia.	Warrensburg	Johnson
Wildish, James E.	King City	Gentry
Wilev, Max R.	Warrensburg	Johnson
Willbrand, Adelheid M. ..	St. Charles	St. Charles
Williams, Gertrude.	Aurora	Lawrence
Williams, Ida F.	Warrensburg	Johnson
Williams, Sallie.	Aurora	Lawrence
Williamson, Eula.	Warrensburg	Johnson
Williamson, G. G.	Warrensburg	Johnson
Willis, Lena.	Pleasant Hill	Cass
Wilson, Estaline.	Warrensburg	Johnson
Wilson, Lulu.	Union Star	DeKalb
Windsor, May.	Holden	Johnson
Winfrey, Elnora.	Sibley	Jackson
Wisdom, W. G.	Urbana	Dallas
Wise, Ida.	Union Star	DeKalb
Womack, A. L.	Downing	Schuyler
Wood, Myrtle.	California	Moniteau
Woodruff, Frank.	Warrensburg	Johnson
Woodruff, Laura.	Warrensburg	Johnson
Woodruff, Maud.	Warrensburg	Johnson
Worthington, Anna J.	Lexington	Lafayette

Wright, Nellie.	Appleton City	St. Clair
Wright, W. A.	Craig	Holt
Yantis, Bettie.	Kansas City	Jackson
Young, Belle.	Holden	Johnson
Young, Ruth.	Lexington.	Lafayette
Youngs, Mary.	Warrensburg	Johnson

REGULAR SESSION, 1904-5.

Aber, James F.	Warrensburg	Johnson
Aber, Lettie S.	Schell City.....	Vernon
Acheson, Pearlie.	Warrensburg	Johnson
Adams, J. F.	Lawson	Ray
Adams, Laura B.	Warrensburg	Johnson
Alfter, Ellen E.	Riverview	Morgan
Alexander, May.	Stillings	Platte
Allen, Bettie.	Sweet Springs	Saline
Allen, C. Harry.	Russellville	Cole
Allen, Ella.	Russellville	Cole
Allen, Grover.	Sweet Springs	Saline
Allen, W. A.	Spring Garden	Miller
Allinson, Roy.	Appleton City	St. Clair
Allwood, Gladys.	Ridgeway	Harrison
Alsup, F. E.	Teagues	Webster
Ames, Edith G.	Warrensburg	Johnson
Applegate, Ada.	Montserrat	Johnson
Applegate, Blanche.	Montserrat	Johnson
Arbogast, Mattie S.	Knob Noster	Johnson
Arbogast, Salia.	Foster	Bates
Armstrong, George G.	Warrensburg	Johnson
Armstrong, Guy W.	Warrensburg	Johnson
Asbury, Eva.	Ballard	Bates
Ashworth, Mabel E.	Warrensburg	Johnson
Atkinson, Frances.	Nevada	Vernon
Ault, Allie.	Warrensburg	Johnson
Avery, Cammie.	Windsor	Henry
Bacon, Lillian.	Monarch	St. Louis
Bacon, Philip.	Monarch	St. Louis
Bailey, Edna.	Warrensburg	Johnson
Bailey, Leonard.	Warrensburg	Johnson
Baker, J. Arthur.	Barnard	Nodaway
Bales, Bernice.	Carthage	Jasper
Bales, Eva.	Montserrat	Johnson
Bamford, Noire.	Creighton	Cass
Bandy, Lottie.	Liberty	Clay



CORNER IN BIOLOGICAL LABORATORY.



CHEMICAL LABORATORY.

Barber, Thomas E.	Moselle	Franklin
Barnett, Mayme.	Odessa	Lafayette
Bartels, Daisy L.	Neosho	Newton
Barton, Effie.	California	Moniteau
Barton, Florence C.	Warrensburg	Johnson
Barton, Frank.	Warrensburg	Johnson
Baumann, Bertha.	Creve Coeur	St. Louis
Bayless, Frank.	Warrensburg	Johnson
Beatty, Grace.	Knob Noster	Johnson
Beesley, Bertha.	Moselle	Franklin
Beesley, John.	Fortescue.	Holt
Benton, Bessie.	Huntsville	Randolph
Benz, S. W.	Lincoln	Benton
Berry, Lewis.	Warrensburg	Johnson
Bickel, D. A.	Tarkio	Atchison
Bigham, Mae M.	St. Joseph	Buchanan
Blackburn, Anna.	Tuscumbia	Miller
Bliss, Florence.	Warrensburg	Johnson
Bliss, George.	Warrensburg	Johnson
Blyholder, John F.	Raymore	Cass
Bowdle, Blanche F.	Rich Hill	Bates
Bowen, Luther.	Post Oak	Johnson
Bowman, Anna L.	Richmond	Ray
Bradley, Robert.	Hume	Bates
Bradshaw, Charles.	High Point	Moniteau
Brady, I. P.	Clinton	Henry
Bratton, Samuel T.	Warrensburg	Johnson
Braun, Matilda.	Hickman Mills	Jackson
Briggs, James.	Roseland	Henry
Briggs, Martha.	Atchison	Kan.
Brisbin, Cleda.	Raymore	Cass
Brock, W. A.	Craig	Holt
Brodrick, Mabel.	Clarksdale	DeKalb
Brous, Myrtle.	Warrensburg	Johnson
Brown, Carl A.	Lamar	Barton
Brown, Claude.	Warrensburg	Johnson
Brown, Guy E.	Lamar	Barton
Brown, Leonard.	Rich Hill	Bates
Brown, Lewis S.	Mound City	Holt
Brown, Mary.	Hamilton	Caldwell
Browning, Ethel.	Craig	Holt
Buckles, B. G.	Altona	Bates
Bullock, Maybell.	Braymer	Caldwell
Burden, Essie.	Gunn City	Cass
Burns, Anna.	Montserrat	Johnson
Burns, Josephine.	Eldorado Springs	Cedar
Cahill, Leslie.	Knob Noster	Johnson
Caldwell, Joseph.	Post Oak	Johnson

Callaway, Margaret.....	Waverly	Saline
Callaway, W. Zoll.	Waverly	Saline
Camp, Frank.	Warrensburg	Johnson
Campbell, Bess.	Bates City	Lafayette
Campbell, Beulah.	Sheldon	Vernon
Campbell, Charlotte.	Kansas City	Jackson
Capp, Resa.	Plattsburg	Clinton
Capps, Guy H.	Arnett	Dent
Carleton, Alice.	Neosho	Newton
Carnagey, Dale.	Warrensburg	Johnson
Carnagey, H. Clifton.	Warrensburg	Johnson
Carpenter, Clarence.	Maysville	DeKalb
Carpenter, Kate H.	Centralia	Boone
Carstarphen, Ethel.	Jefferson City	Cole
Carstarphen, Hallie.	Jefferson City	Cole
Carter, Delton. L.	Nevada	Vernon
Carter, Frances.	Sedalia	Pettis
Cartwright Roy.	Garden City	Cass
Cass, Carrie.	Warrensburg	Johnson
Cass, George B.	Warrensburg	Johnson
Catlin, Ruby.	Chilhowee	Johnson
Cayton, S. L.	Warrensburg	Johnson
Chaney, Clara L.	Warrensburg	Johnson
Cheatham, Leda.	Warrensburg	Johnson
Cherry, L. Mae.	Warrensburg	Johnson
Chester, Ruth.	Warrensburg	Johnson
Chrane, Curtis.	Musselfork	Chariton
Christopher, Claire.	Warrensburg	Johnson
Clark, Arthur.	Warrensburg	Johnson
Clark, Clarence A.	Warrensburg	Johnson
Clark, Edna.	Warrensburg	Johnson
Clark, Leta.	Warrensburg	Johnson
Coleman, Byron.	Monarch	St. Louis
Coleman, Lucile.	Warrensburg	Johnson
Coleman, Lyda.	Monarch	St. Louis
Coleman, Marguerite.	Monarch	St. Louis
Collins, Belle.	Pleasant Hill	Cass
Cook, Leeson, H.	Warrensburg	Johnson
Cook, Ona B.	Freeman	Cass
Coon, S. R.	Hermitage	Hickory
Cooper, Effie.	Warrensburg	Johnson
Cooper, Mrs. Georgia.	Windsor	Henry
Cooper, Pemberton.	Windsor	Henry
Couch, Eva A.	Knob Noster	Johnson
Couchman, Louise.	Butler	Bates
Courteol, Clara B.	Granby	Newton
Cousley, Martha B.	Sedalia	Pettis
Coyle, Grace.	Tipton	Moniteau

Crawford, Oliver T.	Fairfield	Benton
Cress, Lucile.	Warrensburg	Johnson
Crissey, Ethel.	Warrensburg	Johnson
Cruce, Vivian.	Warrensburg	Johnson
Cruzen, Mabel.	Warrensburg	Johnson
Culp, Adelia.	Warrensburg	Johnson
Curnutt, Clyde.	Knob Noster	Johnson
Curnutt, John.	Knob Noster	Johnson
Danforth, Charlotte.	Sedalia	Pettis
Davenport, George.	Chilhowee	Johnson
Davidson, Jessie.	Grant City	Worth
Davidson, Margaret.	Grant City	Worth
Davidson, Myrtle.	Wakenda	Carroll
Davis, Emma J.	Jefferson City	Cole
Davis, Myron E.	Berger	Franklin
Davis, Willie E.	Pittsburg	Hickory
Dawson, Cora.	Versailles	Morgan
Deakens, Myrtle G.	Windsor	Benton
Deffenbaugh, Irvin.	Adrian	Bates
De Foe, G. Stansell.	High Point	Moniteau
Demand, Lyman.	Warrensburg	Johnson
Demand, Stanley.	Warrensburg	Johnson
De Vore, Hattie.	Carrollton	Carroll
De Vore, Mary L.	Carrollton	Carroll
Dietz, Edith M.	Warrensburg	Johnson
Dittemore, James.	DeKalb	Buchanan
Dittemore, Lester P.	DeKalb	Buchanan
Divilbiss, Esther.	Braymer	Caldwell
Doak, Eva.	Warrensburg	Johnson
Doll, Edmund.	Hermann	Gasconade
Donaldson, Myrle.	Warrensburg	Johnson
Doolin, Cora M.	Warrensburg	Johnson
Doolin, John.	Warrensburg	Johnson
Dorsett, Besse.	Joplin	Jasper
Douglas, Thomas H.	Altona	Bates
Dove, Grace.	Eldorado Springs	Cedar
Drake, Geo. W.	Warsaw	Benton
Draper, Cora.	Windsor	Henry
Duff, Lucile.	Neosho	Newton
Duff, William H.	Neosho	Newton
Duffy, Wilma, J.	Ravenwood	Nodaway
Dumars, Josephine.	Carthage	Jasper
Duncan, Finis.	Boonsboro	Howard
Dunham, Sterling.	Warrensburg	Johnson
Dutcher, Marie.	Kirksville	Adair
Duvall, K. Beulah.	Freeman	Cass
Dwyer, Eck	Silex	Lincoln
Dwyer, Gertrude.	Silex	Lincoln

Dyer, Beulah M.	Windsor	Henry
Dyer, John.	Stewartsville	DeKalb
Eads, L. M. R.	Vienna	Maries
Eagan, Bessie.	Bates City	Lafayette
Eagan, Beulah.	Bates City	Lafayette
Eaton, R. E. Jr.	Stoutland	Camden
Ebbs, Nellie.	Warrensburg	Johnson
Edwards, Elsie.	Warrensburg	Johnson
Elledge, Susie.	Ladue	Henry
Ellis, Pearl P.	Warrensburg	Johnson
Essex, James.	Wellington	Lafayette
Estes, Carrie.	Liberty	Clay
Estes, Lillian.	Liberty	Clay
Evans, Mary.	Kingsville.	Johnson
Fairfax, Elmer.	New Lebanon.	Cooper
Fairfax, T. L.	New Lebanon.	Cooper
Falke, Clara.	Norborne	Carroll
Famuliner, Effie.	Garden City	Cass
Famuliner, Florence.	Garden City	Cass
Farnsworth, W. T.	Center	Ralls
Farrington, Mary.	Warrensburg	Johnson
Faulconer, Mary.	Knob Noster	Johnson
Faulconer, Mertis.	Knob Noster	Johnson
Feagans, Ida.	Warrensburg	Johnson
Ferguson, M. C.	Warsaw	Benton
Ferguson, Maude.	Quincy	Hickory
Ferguson, Olive.	Warrensburg	Johnson
Ferguson, Sallie.	Warrensburg	Johnson
Ferguson, Snow.	Brandsville	Howell
Feuers, Herbert C.	Linn	Osage
Fickas, Gertrude.	Warrensburg	Johnson
Fickas, Grace.	Warrensburg	Johnson
Finch, Anna M.	Warrensburg	Johnson
Finley, C. A.	Buffalo	Dallas
Fite, Carrie.	Ravenwood	Nodaway
Flint, Lucy.	Cowgill	Ray
Fombelle, Edna L.	Sweet Springs	Saline
Fombelle, Elizabeth.	Sweet Springs	Saline
Forcade, Sophie.	Clearmont	Nodaway
Ford, Lester R.	Rich Hill	Bates
Foster, Ethel.	Warrensburg	Johnson
Foster, Frank.	Warrensburg	Johnson
Fowler, Elsie.	Hughesville	Pettis
Fowler, Rachel.	Pittsburg	Hickory
Frazier, Mayme.	Austin	Cass
Frost, J. M.	Grubville	Jefferson
Frost, W. J.	Grubville	Jefferson
Fryar, Blanche.	Ravenwood	Nodaway

Fuhr, W. C.	Augusta	St. Charles
Fulkerson, Hattie.	Centerview	Johnson
Fulks, Bessie.	Warrensburg	Johnson
Gallagher, Jessie M.	Tipton	Moniteau
Gallaher, Mrs. Elroy.	Warrensburg	Johnson
Galloway, Nellie R.	Cable	O.
Garvey, Hattie B.	Leeton	Johnson
Gearhart, Vorden.	Main City	Cass
Geer, Cora M.	Warrensburg	Johnson
Geery, Edith W.	Warrensburg	Johnson
Gehrs, John H.	Versailles	Morgan
George, Emmet.	Lee's Summit	Jackson
Gibson, Jessie.	Windsor	Henry
Gillespie, Effie C.	Napoleon	Lafayette
Gillespie, Ira W.	Napoleon	Lafayette
Gilliam, Lucy E.	Brunswick	Chariton
Gilliland, Herman.	Warrensburg	Johnson
Gillmore, Emily.	Kansas City	Jackson
Given, Meta.	Red Bird	Gasconade
Glover, Earl.	Kingsville	Johnson
Glover, Roy.	Kingsville	Johnson
Gobble, Florence.	Kansas City	Jackson
Golay, Hunter.	Warrensburg	Johnson
Golden, Lois.	Iowa.	Benton
Golden, Zalmon H.	Iowa.	Benton
Goodknight, Zella.	Montserrat	Johnson
Goodson, Emma.	Bogard	Carroll
Gove, S. G.	Linn.	Osage
Gowans, Harriet.	Centerview.	Johnson
Graham, Oliver.	Warrensburg	Johnson
Graham, Raymond.	Centerview.	Johnson
Grant, Clara B.	Lentner	Shelby
Graves, Edna.	Weston.	Platte
Grav, Cora.	Lamar.	Barton
Grays, Dixie T.	Fayette.	Howard
Gray, Fred.	Warrensburg	Johnson
Gray, Olive.	Lamar.	Barton
Green, George K.	Altona.	Bates
Green, Pearl.	Richmond.	Ray
Greer, Florence.	Warrensburg	Johnson
Grier, Bessie.	Warrensburg	Johnson
Grier, Pearl.	Warrensburg	Johnson
Griffey, O. A.	Rayville.	Ray
Griggs, Gussie.	Warrensburg	Johnson
Grimm, Flossie M.	Adrian.	Bates
Grossman, Mary.	Bosworth.	Carroll
Hackleman, Edna.	Pleasant Hill.	Cass
Hallar, Pearl.	Latour.	Johnson

Hamilton, Mabel.	Holden.	Johnson
Hand, Claude.	Rockville.	St. Clair
Hand, Maude.	Rockville.	St. Clair
Hardesty, George.	Chantilly.	Lincoln
Hardesty, J. W.	Einfield.	Lincoln
Harman, Pearl.	Warrensburg	Johnson
Harper, Maggie.	Pioneer.	Barry
Harra, F. C.	Buckner.	Jackson
Harris, Ada.	Pittsville.	Johnson
Harrison, E. L.	Blairstown.	Henry
Harrold, Kathryn.	Blue Springs.	Jackson
Harry, Bertram.	Jasper	Jasper
Hartman, Albert R.	O'Fallon.	St. Clair
Hartnett, Edmond E.	Warrensburg	Johnson
Harvey, Alice.	Piedmont.	Wayne
Harwood, Mayme.	Warrensburg	Johnson
Hathaway, May.	Sheldon.	Vernon
Hawman, Ida.	Stewartsville.	De Kalb
Hawman, Orin G.	Stewartsville.	De Kalb
Heberling, Lydie.	Warrensburg	Johnson
Heeger, Christine.	Jeffriesburg	Franklin
Heller, Miriam.	Rolla.	Phelps
Helm, Althea B.	Warrensburg	Johnson
Helm, Lloyd.	Warrensburg.	Johnson
Henley, Opal.	Warrensburg.	Johnson
Hering, Emma.	Centerview.	Johnson
Hering, Eph.	Centerview.	Johnson
Herrell, North.	Urish	Henry
Higginbotham, Maude.	Warrensburg.	Johnson
Higgins, George V.	Collins.	St. Clair
Higgins, Maude.	Collins.	St. Clair
Highfill, Edward.	Elkland.	Webster
Hirsch, Hazel.	Warrensburg.	Johnson
Hoag, Arthur.	Belton.	Cass
Hodge, Grace.	California.	Moniteau
Hodges, E. L.	Akinsville.	Morgan
Hoefner, Victor.	New Melle.	St. Charles
Hoey, Maurine.	Harrisonville.	Cass
Hoffmeister, Fred.	Golden City.	Barton
Hoffmeister, Mabel.	Golden City.	Barton
Hogrefe, Clifford D.	Corning.	Atchison
Holland, Fred.	Chilhowee.	Johnson
Hollister, George.	De Witt.	Carroll
Holloway, Golda.	Bevier.	Macon
Holman, Elizabeth.	Warrensburg.	Johnson
Holt, Anna.	Florence.	Morgan
Holt, Bess.	Rosendale.	Andrew
Holton, Robert.	Warrensburg.	Johnson

Homan, Joseph S.	Easton.	Buchanan
Hood, Effie.	Centertown.	Cole
Hopper, Vernia.	Mansfield	Wright
Horsman, W. Sam.	Brandsville.	Howell
House, Thomas J.	Grain Valley.	Jackson
Howard, Mabel J.	Knob Noster	Johnson
Hubbell, Zillah.	King City.	Gentry
Hughes, Edna.	Perrin.	Clinton
Hults, Fannie.	Sheridan	Wyo.
Hunter, Horace.	Versailles.	Morgan
Hunter, Naomi B.	Warrensburg.	Johnson
Hunter, Thomas M.	Versailles.	Morgan
Hurt, Clarence.	Boonville.	Cooper
Hutcheson, Horace L.	New Lebanon.	Cooper
Hutcheson, W. R.	Waynesville.	Pulaski
Hutchinson, Anna E.	Warrensburg.	Johnson
Hutchinson, Lucy.	Warrensburg.	Johnson
Hyatt, Emma.	Butler.	Bates
Hyatt, Myrtle.	Warrensburg.	Johnson
Ingels, Mayme.	Coleman.	Cass
Isom, Myrtle.	Braymer.	Caldwell
Jackson, Carrie.	Ridgeway.	Harrison
Jackson, Mary.	Ridgeway.	Harrison
Jadwin, Bess.	Houston.	Texas
Jarvis, Cynthia O.	Schell City.	Vernon
Jasper, Olie E.	Millville.	Ray.
Jennison, James.	Sarcoxie	Jasper
Johnson, Enid.	Lamonte.	Pettis
Johnson, Hattie.	Warrensburg	Johnson
Johnson, Lee.	Tindall.	Grundy
Johnson, Minnie.	Warrensburg.	Johnson
Johnson, W. C.	Elm Grove.	Holt
Jones, Bernice.	Louisville.	Ky.
Jones, Daisy.	Balm.	Cedar
Jones, Eula.	Warrensburg.	Johnson
Jones, Euphie.	Balm.	Cedar
Journer, Leetha.	Warrensburg.	Johnson
Kaufman, Clara.	Kansas City.	Jackson
Kellerman, Iva.	Sedalia.	Pettis
Kelly, Lloyd.	Warrensburg.	Johnson
Keyton, Amy.	Strasburg.	Cass
Kincheloe, Alma.	Mayview.	Lafayette
King, Matthew A.	Shackleford.	Saline
Kinman, Mabel.	Bates City	Lafayette
Kinney, Grace.	Kingsville.	Johnson
Kinney, Jennie.	Liberty	Clay
Kinney, Ora.	Wheatland.	Hickory
Kirk, Maude.	Harrisonville.	Cass

Klapp, Stella.	Odessa.	Lafayette
Koch, Paula.	Creve Coeur.	St. Louis
Kroschen, Louis F.	Versailles.	Morgan
Kuhn, James A.	Bosworth.	Carroll
Lamm, Elizabeth.	Sedalia.	Pettis
Lancaster, E. R.	Warrensburg.	Johnson
Lane, Mary P.	Drexel.	Cass
Lane, May.	Warrensburg.	Johnson
Lange, William F.	Concordia.	Lafayette
Langendoerfer, Martha.	Herman.	Gasconade
Langford, Claude.	Clinton.	Henry
Larkam, Myrtle E.	Skidmore.	Nodaway
Lasley, Lafayette.	Raymore.	Cass
Lawrence, Charles.	Raymore.	Cass
Lawrence, Nannie A.	Brown Branch.	Taney
Lear, Effie.	Warrensburg.	Johnson
Leedy, Daniel.	Centerview.	Johnson
Lefever, Julia.	Riverview.	Morgan
Lefever, Mamie.	Riverview.	Morgan
Leftwich, John G.	Easton.	Buchanan
Lemmon, Lura L.	Warrensburg.	Johnson
Lewis, C. W.	Oak.	De Kalb
Lindsay, Leila M.	North.	Carroll
Little, Charles.	Warrensburg.	Johnson
Lockard, Emma.	Warrensburg.	Johnson
Lockard, Jettie.	Warrensburg.	Johnson
Logan, Claude.	DeWitt.	Carroll
Logan, L. E.	Warrensburg.	Johnson
Loomis, Edith C.	Meadville.	Linn
Lowrey, Kathrina.	Holden.	Johnson
Lowrey, Marvin.	Holden.	Johnson
Lowry, George.	Braymer.	Caldwell
Lowry, William.	Braymer.	Caldwell
Luther, Elsie.	Warrensburg.	Johnson
Lyons, Bessie.	Rich Hill.	Bates
McCall, Marcie.	Tina.	Carroll
McCann, Laura.	Warrensburg.	Johnson
McCarty, Josephine.	Warrensburg.	Johnson
McCaslin, Gertrude.	Hermitage.	Hickory
McClurg, Charles.	Pickering.	Nodaway
McCollister, Ira.	Enid.	Morgan
McCormack, Kate.	Bates City.	Lafayette
McCracken, Lulu.	Humansville.	Polk
McCurdy, Dwight.	Warrensburg.	Johnson
McCurdy, George.	Warrensburg.	Johnson
McElwee, Mamie.	Chilhowee.	Johnson
McFarland, Oma.	Sedalia.	Pettis
McIntire, Agnes R.	Warrensburg.	Johnson

McKee, Tempest.	Adrian	Bates
McKeehan, Eula.	Warrensburg.	Johnson
McMeekin, Florence.	Warrensburg.	Johnson
McMillan, A. T.	Centerview.	Johnson
McNair, Madge.	Warrensburg.	Johnson
McPherson, Mary.	Greenwood.	Jackson
McVey, Daniel.	Blairstown	Henry
McVey, Ottoline.	Blairstown	Henry
Major, Lewis.	Kearney	Clay
Marr, Laura.	Adrian	Bates
Martin, Arthur E.	Champion City	Franklin
Martin, John H.	Champion City	Franklin
Martin, Mellie.	Eureka.	St. Louis
Mathieson, Geneva.	Bosworth.	Carroll
Maxwell, W. H.	Lexington.	Lafayette
Mayfield, J. W.	New Lebanon.	Cooper
Mayhugh, Lochie.	Warrensburg.	Johnson
Mayhugh, Norman B.	Warrensburg.	Johnson
Meade, Mrs Georgia L.	Warrensburg.	Johnson
Meador, L. E.	Cassville.	Barry
Meador, Lillian.	Monett.	Barry
Melcher, B. F.	Jerico.	Cedar
Middleton, Rose.	Oak Grove.	Lafayette
Miller, Chloe.	Warrensburg.	Johnson
Miller, Elizabeth.	Sumner.	Chariton
Miller, Helen.	King City.	Gentry
Miller, Lorine.	Warrensburg.	Johnson
Miller, Lorion Jr.	Warrensburg.	Johnson
Miller, Mary H.	Sumner.	Chariton
Miller, Pearl.	Fayetteville.	Johnson
Miller, Roscoe.	Fortuna.	Moniteau
Miller, Sallie.	Warrensburg.	Johnson
Miller, Wrenetta.	Warrensburg.	Johnson
Minor, J. F. Jr.	Easton.	Buchanan
Mitchell, Ida.	Centerview.	Johnson
Mitchell, Laura.	Centerview.	Johnson
Mock, Fannie M.	Warrensburg.	Johnson
Mohler, Roy H.	Warrensburg.	Johnson
Moore, Emily.	Warrensburg.	Johnson
Moore, Grace E.	Harrisonville.	Cass
Moreland, Alva.	Rich Hill.	Bates
Moreland, Hulett.	Rich Hill.	Bates
Morgan, Daniel.	Sarcoxi.	Jasper
Morgan, Lou E.	Osceola.	St. Clair
Morgan, Ora.	Watson.	Atchison
Morris, J. Teel.	Bunceton.	Cooper
Morrison, Edna.	Harrisonville	Cass
Morrison, Effie T.	Ottawa	Franklin, Kan.

Morton, Lola.	Warrensburg.	Johnson
Morton, Winna.	Warrensburg.	Johnson
Moss, Liza.	Polo.	Caldwell
Mothersead, D. Elliott.	Albany.	Gentry
Mueller, Clara.	Cole Camp.	Benton
Mueller, Edward.	Cole Camp.	Benton
Murray, L. Emma.	Liberal.	Barton
Murray, Virginia.	Warrensburg.	Johnson
Myers, Bert.	Papinsville.	Bates
Neet, Grace.	Warrensburg.	Johnson
Neet, Wm. G.	Warrensburg.	Johnson
Neidert, Louis J.	Highgate.	Maries
Neidert, Lydia.	Highgate.	Maries
Nelson, C. L.	Warrensburg.	Johnson
Nelson, Forrest.	Higginsville.	Lafayette
Newkirk, Sallie.	Tipton.	Moniteau
Nisbet, Phyllis L.	Roswell.	N. M.
Noel, Ethel.	Warrensburg.	Johnson
Norfleet, Maurice.	Mayview.	Lafayette
Norris, Emmya.	Maysville.	De Kalb
Nowlin, Egbert W.	Missouri City.	Clay
O'Connor, Catherine.	Warrensburg.	Johnson
Odell, Chester.	Belton.	Cass
Ogden, Annabel.	Cyrene.	Pike
Ogden, Artie.	Windsor.	Johnson
Ollson, Artena M.	Clinton.	Henry
Ordnung, Rose.	Burlington Junction.	Nodaway
Orsborn, Mrs. Cassea.	Warrensburg.	Johnson
Orsborn, Orville.	Warrensburg.	Johnson
Osgood, Lola.	Morgan.	Morgan, Utah
Ozias, Myrtle.	Warrensburg.	Johnson
Palette, Birdie.	Oak Grove.	Jackson
Palette, Willey.	Oak Grove.	Jackson
Palmer, W. Henry.	Bunceton.	Cooper
Parish, Mabel.	Archie.	Cass
Parker, Bessie.	Pleasant Hill.	Cass
Parker, Earl.	Pleasant Hill.	Cass
Parks, Pearl.	Thrush.	Henry
Parsons, Emma.	Lee's Summit.	Jackson
Patterson, Bert.	Kingsville.	Johnson
Patton, E. E.	Bosworth.	Carroll
Petty, Arie.	Cowgill.	Ray
Petty, Maude.	Cowgill.	Ray
Pharis, L. E.	Appleton City.	Bates
Pike, Charles.	Warrensburg.	Johnson
Pilcher, Myrtle.	Gilman City.	Harrison
Pinder, Lora.	Warrensburg.	Johnson
Pitts, Essie.	Hermitage.	Hickory

Poage, Susan	Centerview	Johnson
Pool, Letha	Braymer	Caldwell
Popplewell, Myrtle	Whitesville	Andrew
Powell, Delvena	Belton	Cass
Powell, Elsie	Bacon	Moniteau
Powell, M. Lela	Cleveland	Cass
Powell, Mayme	Strasburg	Cass
Powell, Ora M.	Belton	Cass
Pummil, J. G.	Eminence	Shannon
Purvis, Harriet F.	Washington	Franklin
Quick, Arthur	Quick City	Johnson
Quick, Edith	Quick City	Johnson
Rader, A. O.	Bolivar	Polk
Ragsdale, Rosa	Warrensburg	Johnson
Rahman, Christina	Langdon	Atchison
Ramsey, Lorenzo	Warrensburg	Johnson
Rayhill, Martha	Warrensburg	Johnson
Rayhill, Mary	Warrensburg	Johnson
Redford, Ernest	Clinton	Henry
Renick, Elizabeth	Norborne	Carroll
Repp, F. L.	Centerview	Johnson
Repp, Maud	Centerview	Johnson
Reynolds, Mary	South St. Joseph	Buchanan
Rice, F. R.	Nixa	Christian
Richards, Margaret	Walker	Vernon
Ridgeway, Jessie N.	Warrensburg	Johnson
Rissler, G. A.	Buckner	Jackson
Rissler, John N.	Lamonte	Pettis
Robbins, Bert	Warrensburg	Johnson
Roberts, Adda L.	Blairstown	Henry
Roberts, Mary L.	Blairstown	Henry
Robertson, Grace	Houstonia	Pettis
Rogers, Howard	Dunavent	Jefferson, Kan.
Rose, Ethel	Carrollton	Carroll
Roseborough, Lena	Afton	Ind. Ter.
Ross, Louise	Grant City	Worth
Ross, Pren	Grant City	Worth
Roth, F. G.	Hermann	Gasconade
Rowland, Phoebe	Warrensburg	Johnson
Ruenzi, Jozie E.	St. Charles	St. Charles
Rumans, Bessie	Kansas City	Jackson
Rust, Mae	Warrensburg	Johnson
Rutherford, James A.	Houston	Texas
Salley, Henry	Fristoe	Benton
Satterfield, Elmer	Pittsville	Johnson
Satterfield, Herbert	Pittsville	Johnson
Saunders, Forrest E.	Warrensburg	Johnson
Saunders, Pearl	Blue Springs	Jackson

Savles, Sadie.	Lowry City	St. Clair
Schafer, Carl L.	Warrensburg.	Johnson
Schlessman, Aaron.	Neosho.	Newton
Scott, Gertrude.	Warrensburg.	Johnson
Scrivner, J. C.	Rich Hill.	Bates
Scrivner, Nellie.	Rich Hill.	Bates
Scruggs, Mollie B.	Warrensburg.	Johnson
Selvidge, Harley.	Warrensburg.	Johnson
Selvidge, Minnie E.	Warrensburg.	Johnson
Sexton, James M.	Kearney.	Clay
Shapley, Lillian.	Jasper.	Jasper
Sheddrick, Hulett.	Metz.	Vernon
Shepard, Charlene.	Warrensburg.	Johnson
Shepherd, Adele.	Warrensburg.	Johnson
Sherrow, H. J.	Olga.	Christian
Shields, Ethel.	Sweet Springs.	Saline
Shirley, Minnie M.	Warrensburg.	Johnson
Shirley, Pearl.	Warrensburg.	Johnson
Short, Zelpha.	Webb City.	Jasper
Shortridge, Garnett.	Pleasant Hill.	Cass
Shortridge, W. F.	Dearborn.	Platte
Shull, Oda.	DeWitt.	Carroll
Siler, Ella.	Mayview.	Lafayette
Simpson, Bessie.	Warrensburg.	Johnson
Simpson, Nellie.	High Point	Moniteau
Simpson, Walker.	Warrensburg.	Johnson
Skiles, May.	Greenwood	Jackson
Smiser, Clara B.	Warrensburg.	Johnson
Smith, Alva C.	Liberal.	Barton
Smith, Edna.	Warrensburg.	Johnson
Smith, Elsie.	Warrensburg.	Johnson
Smith, Florence V.	Sweet Springs.	Saline
Smith, Joseph.	Dayton.	Cass
Smith, L. O.	Belle.	Maries
Smith, Lulu.	St. Louis.	St. Louis
Smith, Sadie E.	Montrose.	Henry
Smithson, Aubrey F.	Warrensburg	Johnson
Snoddy, Ethel.	Warrensburg	Johnson
Snyder, Floyd.	Stafford.	Greene
Sparks, Fred E.	Warrensburg.	Johnson
Spreckelmeyer, Wilford.	Berger.	Franklin
Spring, Rose.	Russellville.	Cole
Springs, Elsie.	Webb City.	Jasper
Staley, Manliff.	Warrensburg.	Johnson
Stanley Lena M.	Mayview	Lafayette
Stark, Elbert H.	Fortuna.	Moniteau
Starr, Alma.	Bronaugh.	Vernon
Starr, Percie B.	Warrensburg.	Johnson

Starrett, Nelle.	Shelbyville	Shelby
Steeby, Pearl.	Centerview	Johnson
Steele, Edna.	Warrensburg.	Johnson
Steele, Lulu M.	Warrensburg.	Johnson
Sterling, Edna L.	Warrensburg.	Johnson
Stewart, Jim.	Brunswick.	Chariton
Stewart, Will C.	Brunswick.	Chariton
Stillwell, Artie.	Warrensburg.	Johnson
Stone, Beulah H.	Warrensburg.	Johnson
Stone, Josephine B.	Warrensburg.	Johnson
Story, Bertha.	Warrensburg.	Johnson
Stout, Ninon.	Jamesport.	Daviess
Strattan, Anna.	Pleasant Hill.	Cass
Stuart, Lyda.	Warrensburg.	Johnson
Suddath, Mamie M.	Warrensburg.	Johnson
Sullivan, Edgar.	Mayview.	Lafayette
Summers, W. S.	Hartville.	Wright
Sweeney, Josie.	Ravenwood.	Nodaway
Sweeney, Katie A.	Ravenwood.	Nodaway
Sweeney, Nellie.	Ravenwood.	Nodaway
Sweeney, Rosa B.	Ravenwood.	Nodaway
Sweger, Nellie.	Montrose.	Bates
Tanner, Mallie.	Warrensburg.	Johnson
Taul, Lizzie.	Holden.	Johnson
Taul, Mayme.	Holden.	Johnson
Taylor, C. W.	Sumner.	Chariton
Taylor, E. A.	Flory.	Dade
Taylor, Effie.	Braymer	Caldwell
Taylor, R. Joe.	Flory.	Dade
Thomas, Stephen.	Kearney	Clay
Thompson, Gertrude.	Shackelford	Saline
Thompson, James A.	Holt.	Clay
Thompson, Lunsford.	Shackelford	Saline
Thomson, Frank.	Warrensburg.	Johnson
Thorpe, Bernice.	Amity.	DeKalb
Thorpe, Crittie.	Nevada.	Vernon
Tidrick, Minnie.	Buckhart.	Douglas
Timberlake, Harry.	Waldrow.	Platte
Todd, G. C.	Stover	Morgan
Todd, Grace.	Leeton.	Johnson
Tompkins, Ernest.	Warrensburg.	Johnson
Toomay, Daniel.	Braymer.	Caldwell
Townsend, Etha A.	St. Joseph.	Buchanan
Trapp, Myrtle.	Fayetteville.	Johnson
Trotter, Stuart.	Warrensburg.	Johnson
Turner, Alberta.	Warrensburg.	Johnson
Turner, Mae.	Warrensburg.	Johnson
Tyler, Edith.	Warrensburg.	Johnson

Tyler, Mrs. Essie.	Lamar.	Barton
Ummel, Maude.	King City.	Gentry
Vance, Elizabeth.	Warrensburg.	Johnson
Waddill, Clay.	Windsor.	Henry
Wade, W. M.	Kearney.	Clay
Walden, Daisy.	Pleasant Hill.	Cass
Walkup, Mamie.	Gower.	Clinton
Wallace, Elizabeth.	Warrensburg.	Johnson
Wallace, Grace.	Warrensburg.	Johnson
Wallace, Tom.	Warrensburg.	Johnson
Walters, Francis.	Warrensburg.	Johnson
Warford, Charles.	Altona.	Bates
Warnick, Jessie.	Chilhowee.	Johnson
Warriner, Nellie.	Sheridan.	Wyo
Webb, Fletcher.	Chilhowee.	Johnson
Webb, Revburn.	Steelville.	Crawford
Weedin, Fannie.	Sprague.	Bates
Weight, Jeanette.	Bates City.	Lafayette
Welch, Bessie.	Warrensburg.	Johnson
West, Everette E.	Creighton.	Cass
White, Forest.	Independence.	Jackson
Whitman, Addie E.	Warrensburg.	Johnson
Whitman, Julia.	Warrensburg.	Johnson
Whitted, Lora.	Warrensburg.	Johnson
Wildish, James E.	King City.	Gentry
Willbrand, Hermine.	St. Charles.	St. Charles
Williams, Leonard.	Warrensburg.	Johnson
Williamson, Eula.	Warrensburg.	Johnson
Williamson, J. W.	Warrensburg.	Johnson
Wilson, Bonnie.	Mayview.	Lafayette
Wilson, Ella M.	Nevada.	Vernon
Wilson, Estaline.	Warrensburg.	Johnson
Winfrey, Maud A.	Sibley.	Jackson
Winn, Jennie.	Kearney.	Clay
Winn, Ruby.	Rich Hill.	Bates
Wise, Ida.	Union Star.	De Kalb
Wise, Jane.	Buffalo.	Dallas
Witherspoon, Lorena.	Lone Jack.	Jackson
Woodruff, Mary.	Warrensburg.	Johnson
Woods, S. Boyd.	Sturgeon.	Boone
Woodul, Mrs. Sue.	Warrensburg.	Johnson
Woody, Buford.	Moselle.	Franklin
Wright, Grace.	Warrensburg.	Johnson
Wright, Nellie E.	Warrensburg.	Johnson
Wulfekammer, Alice.	Napoleon.	Lafayette
Wyatt, Herman K.	Amity.	DeKalb
Yates, Burke.	Holt.	Clay
Young, Mamie.	Fenton.	St. Louis

Young, W. R.	Stillings.	Platte
Zook, Sherman.	East Lynne	Cass

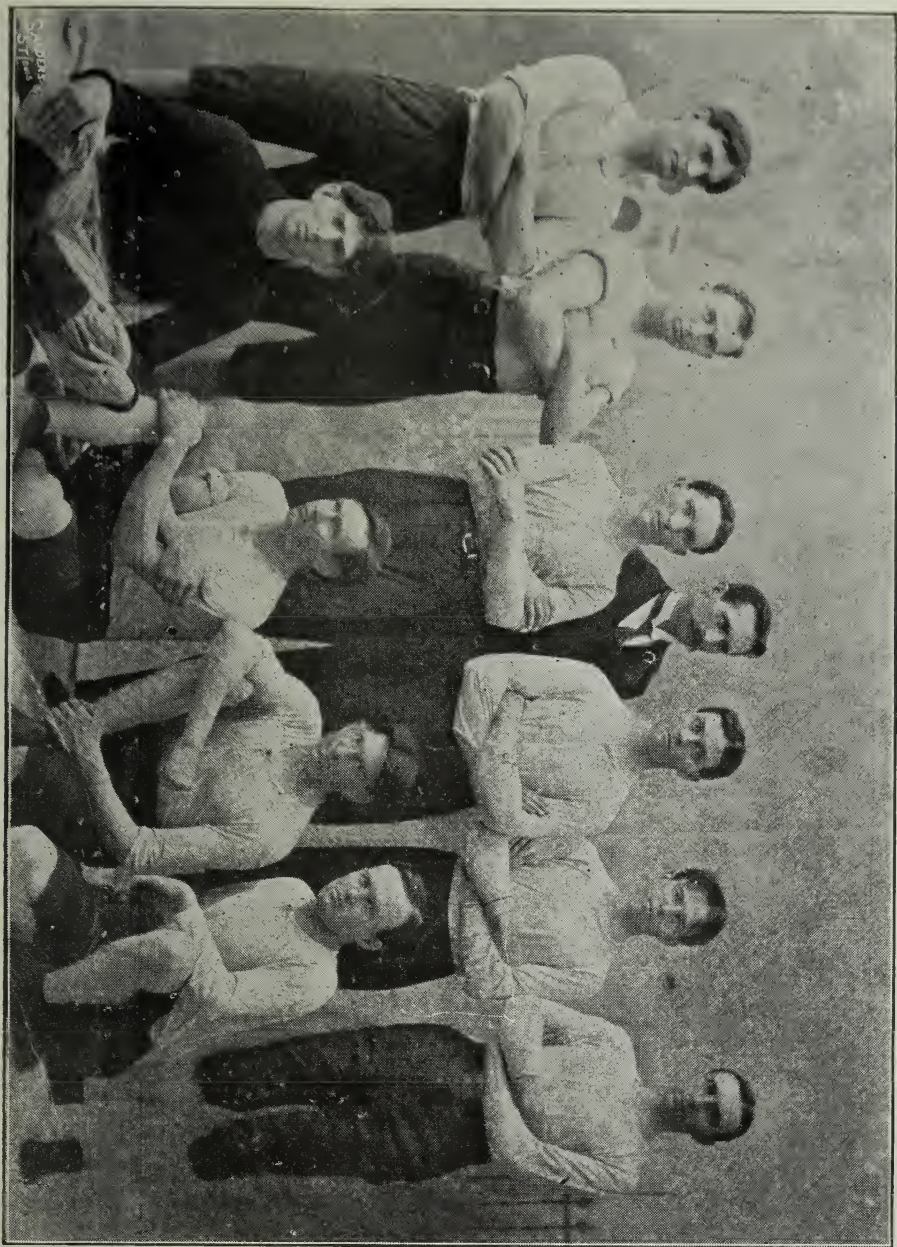
TRAINING SCHOOL.

1904-05.

Alexander, Dora.	Campbell, Mary.
Anderson, Alma.	Carmack, Gertrude.
Anderson, Myrtle.	Carson, Callie.
Anderson, Pyrtle.	Carson, Lollie.
Ashworth, Howard.	Caudle, Anita.
Ashworth, Maynard.	Caudle, Russell.
Bahnholzer, Marie.	Cayhill, Eugene.
Baile, Hilda.	Champ, Georgia.
Baile, Kenneth.	Chase, Elsie.
Bailey, Corinne.	Chitwood, Ethel.
Bailey, Edna.	Clark, Daniel.
Bailey, Luther.	Clark, Marion.
Baird, Eula.	Cline, Arthur.
Baird, Nada.	Clinton, Mary.
Barnett, Claude.	Clinton, Zelma.
Barnett, Wm.	Cloyd, Francis.
Baxter, Ethel.	Cloyd, Lucile.
Baxter, Margaret.	Cobb, Allen.
Bayless, Lester.	Cockrell, Anna.
Bear, Roy.	Cockrell, Flora.
Beard, Perry.	Conway, Marion.
Bell, Ada.	Cook, Lucile.
Bell, Alma.	Cook, Maude.
Bell, Enoch.	Craighead, Edwin.
Bell, Fern.	Craighead, Katherine.
Bell, Iva.	Critten, Henry.
Bell, Mayme.	Crook, Benelt.
Bell, Mildred.	Crook, Ruth.
Bellwood, Joe P.	Cruce., Mary.
Bliss, Roscoe.	Curry, Eula.
Boisseau, Jesse.	Danforth, Juanita.
Bradley, Brooksie.	Davis, Walter.
Britt, Katie.	Deerwester, Dorothy.
Brous, Charley.	De Lap, Opal.
Brown, Henry.	DeLong, May.
Brown, Lucv.	DeLong, Nora.
Burke, Frances.	Demand, Elsie.
Burriss, Erma Lee.	Denton, Pearl.
Campbell, Dorothy.	Denton, Roy.
Campbell, Gabriella.	Devore, Hattie.

Devore, Mattie.
Doolin, Curtis.
Doolin, Georgia.
Driskell, Lois.
Driskell, Lillian.
Duncan, Maurice.
Dunham, Sterling.
Easterwood, Mary.
Eaton, Geraldine.
Fairfax, Arthur.
Farrington, Josephine.
Ferguson, Lonnie.
Fetterling, Howard.
Fetterling, Mary.
Fetterling, Walter.
Flanders, Clifford.
Foraker, Dorothy.
Foraker, Miriam.
Frisbie, Althea.
Frisbee, Leland.
Frisbie, Maggie.
Gardner, Mary.
Gardner, Maude.
Gardner, William.
Geiger, Maxwell.
Gibler, Ethel.
Gibler, Harry.
Gibler, Jessie.
Gibson, Ewing.
Gilbert, John.
Gilbert, Martha.
Gilbert, Mary.
Gilbert, Ruth.
Gillum, Addie.
Gillum, Alpha.
Gore, Lawrence.
Green, Carl.
Greer, Elsie.
Grey, Frank.
Gwinn, Gladys.
Gwinn, Joseph.
Gwinn, Merritt.
Gwinn, Thelma.
Hackley, Claude.
Hamilton, Ernest.
Hamrick, Wave.
Harper, Clare.
Harrington, Nellie.

Harris, Ernest.
Harris, Frank.
Harris, Louis.
Harris, Rebecca.
Harrison, Ada.
Harrison, Charles.
Harrison, Edna.
Hendrickson, Chas.
Henley, Effie.
Henshaw, Neely.
Herrington, Lee.
Hickman, Mary.
Hickman, Luther.
Hildebrand, Cecil.
Hildebrand, Dossie.
Hildebrand, Mary.
Hill, Jennie.
Hirsch, Hile.
Hisey, Delmar.
Hitt, Theodore.
Hook, Beulah.
Hook, Laura.
Hornbuckle, Cleo.
Horsford, George.
Hout, Louise.
Johnson, Margaret.
Jones Cuvier.
Jones, Esther.
Jones, John.
Journey, Leetha.
Journey, Leolia.
Judy, Nannie.
Judy, Roberta.
Katherman, Lulu.
Kinder, Artie.
Kinder, Etta.
Kinder, Ola.
Kinder, Samuel.
Lake, Alice.
Landis, William.
La Rue, Gladys.
La Rue, Helene.
La Rue, Marie.
Latterner, Charles.
Latterner, Eva.
Latterner, Willard.
Leake, Wilkie.
Lee, Ramona.



Lee, Wilfred.
Lobban, Carl.
Love, Stoff.
Luther, Clyde.
McBride, Mildred.
McCurdy, Oscar.
McDonald, Frank.
McDonald, Mamie.
Mackay, Ella.
Magee, Russell.
Malcolm, Annie.
Malcolm, Eddie.
Malcolm, Ethel.
Martin, Ethel.
Mayes, Vera.
Mead, Cary.
Meade, Ladia.
Medis, Marie.
Miller, Mabel.
Miller, Winifred.
Mock, Charles.
Moon, Eula.
Moon, Joe.
Moore, Glover.
Moore, Lucy.
Moriarty, John.
Morton, Nora.
Morrow, Chas.
Morrow, O'Neill.
Murray, Annie.
Murray, Fannie.
Nichols, Alice.
Nichols, Bertha.
Nichols, Willie.
Northrup, Erless.
Northrup, Troy.
Osborne, Jessie May.
Osborne, Mattie.
Ozias, Ruby.
Parker, Mabel.
Pearce, Arnold.
Pearce, Orrill.
Pemberton, Elsa.
Pennock, Elmina.
Perry, Leonard.
Perry, Marie.
Petersen, Ellen.
Phillips, Fay.

Pierce, Arthur.
Pierce, Frank.
Pratt, Carson.
Pratt, Harry.
Pratt, Johnnie.
Pratt, Robert.
Pratt, Susie.
Quarles, Martha.
Quarles, Oma.
Quisenberry, Wade.
Ramsey, Lorenzo.
Ramsey, Ruth.
Rayhill, Mary.
Renfro, Lloyd.
Reynolds, Dearing.
Reynolds, Anna Bell.
Rice, Goldie.
Rickert, John.
Rickert, Katie.
Rickert, Raymond.
Riddle, Mary.
Ridgeway, Lois.
Ridgeway, Theodore.
Riggle, Forrest.
Rine, Clyde.
Rine, Fred.
Roberts, Alcie.
Robertson, Reon.
Roop, Donald.
Roop, Dorothy.
Roop, Virginia.
Rosenthal, Joseph.
Ross, Alma.
Rust, May.
Saunders, Forest.
Saunders, Glayd.
Saunders, Tom.
Schafer, John.
Scott, Beatrice.
Scruggs, Czerna.
Seawell, Miriam.
Shaw, Nina.
Smith, Adrian.
Smith, Dorothy.
Smith, Roy Lee.
Smith, William.
Smizer, Mary.
Sollars, Ashton.

Sollars, Eugene.
Spiess, Isabel.
Spiess, Walter.
Stafford, Earl.
Stafford, Paul.
Starr, Bessie.
Starr, Emma.
Starr, Ivan.
Steele, Dorothy.
Steele, Edna.
Stone, Pansy.
Suddath, Cornelia.
Sullivan, Raymond.
Sullivan, Lyle.
Summers, Marion.
Swett, Loraine.
Tackett, Edith.
Tedder, Norman.
Thompson, Clarence.
Thompson, Hattie.
Thraillkill, George.
Thurber, Gordon.
Thurber, Patti.
Tompkins, Floyd.
Trader, Pauline.
Trotter, Martha.
Trotter, Scott.
Turner, Helen.

Tyler, Ercell.
Tyler, Price.
Valentine, Hartley.
Valentine, Kenneth.
Walker, Flossie.
Wallace, Clark.
Wallace, George.
Ward, Frank.
Warnick, Mabel.
Warnick, Raymond.
Wash, Arlene.
Welch, Floyd.
Welch, Forest.
Welsh, Frances.
Welsh, Mabel.
Wheeler, Frank.
White, Elmer.
White, Gertrude.
Wiley, Marion.
Wilson, Natalie.
Wilson, Olive.
Winston, Alice.
Wisdom, George.
Wisdom, Virgil.
Womack, Velma.
Woodul, Lee.
Woodul, Moisselle.
Wray, Hardy.

ENROLLMENT FOR THE YEAR.**May 26, 1904, to May 31, 1905.**

Number of students attending summer school (1904).....	672
Number of students attending regular session (1904-05).....	710

Total	1382
Number counted twice (deducted)	115

Net total	1267
Number of pupils in Training School	358

Total number in the Institution.....	1625

MISCELLANEOUS STATISTICS,**Scholastic Year, 1904-1905.**

Number of students from Missouri	1371
Number from other states or territories	11
Number of teachers in the above enrollment.....	581
Number who are self-dependent	670
Number representing the occupation of farming.....	697
Number with occupation not given.....	186
Number representing all other occupations.....	499
Number of Missouri counties represented.....	81
Number of diplomas issued in the year	87
Number of certificates issued in the year.....	100
Whole number of diplomas issued since the organization.....	861
Whole number of certificates issued since the organization.....	2118

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